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FACULTY OF EDUCATION STATE UNIVERSITY OF MALANG

theme:
Improving the Quality of Education and Training
through Strengthening Networking

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"IMPROVING THE QUALITY OF EDUCATION AND TRAINING THROUGH STRENGTHENING NETWORKING"

Malang, 4-6 November 2016
at A3 Building Universitas Negeri Malang

BOOK 1
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Improving The Quality of Education and Training Through Strengthening Networking

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PREFACE

The International Conference on Education and Training (ICET), Faculty of Education, State University of Malang, 2016 took place in Malang, Indonesia, between 4 and 6 November, 2016. ICET is an international conference covering research and development in the field of education and training. The conference aims at creating a forum for further discussion for an education and training field incorporating a series of issues and/or related to quality improvement in education and training. Therefore, the call for papers was addressed to scholars and/or professionals of the field of eduaction and training. Driven by the fast-paced advances in the education field, this change is characterized in term of its impact on the education implementation.

During the conference, 4 keynotes speakers were held in order to advance and contribute to specific research areas in the filed of education. More than 250 pre-registered authors submitted their work in the conference. The ICET 2016 finally accepted and hosted 200 original research papers. All papers submitted to the conference were reviewed using a double-blind peer review process. The conference commite decided about the acceptance or not of the submitted papers, with the contribution of competence and expertised reviewers.

We would like to thank all members that participated in any way in the ICET 2016, especially: (a) the Inderscience Publisher for supporting and receiving the selected papers to be published as the Special Issues Edition of the International Journal of Innovation in Education; (b) the Co-organizing Universities and Institutes for their support and development of a high-quality conference; (c) the members of the scientific committee that honored the conference with their presence and provided a significant contribution to the reviewer of papers as well as for their indications for the improvement of the conference; and (d) all members of the organizing committee for their willing to organize the conferenece as good as possible.

Dean,

Prof. Dr. Bambang Budi Wiyono, M.Pd

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THE LEADERSHIP OF HEADMASTER IN BUILDING A WORK CULTURE BASED ON PESANTREN

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ABSTRACT

This study is aims to find; behavior of the headmasters leadership in building a work culture based pesantren, and impact of headmasters leadership in building a work culture based pesantren. The results of this research shows that; first, headmasters leadership behavior; task orientation, relationship orientation, and spiritual values orientation. Second, the leadership of headmaster in building a work culture based on pesantren has impact to the affective commitment, normative commitment, job satisfaction and lack of turnover intentions, and the involvement of working physically, emotionally, and cognitively.

Keywords: school leadership, work culture, pesantren

The spirit and the demands of professionalism in educational institutions in line with the industrialization, modernization and globalization unstoppable longer cause many educational institutions including educational institutions under pesantren that make innovations in order to follow the demands of the times. This is certainly consistent with the statement quoting R. Lauer of Comte that a change occurred in progress (Lauer, 2001:74-75). From the changing demands, then education institutions are to innovate in order to survive and become the people's choice. However, not all educational institutions under pesantren are able to transform it into a public choice as evidenced by the many educational institutions under the auspices of the Islamic boarding school or pesantren that is becoming second choice after public school. Thus the demands of the social changes that occur simultaneously in all aspects of community life stimulates the emergence of various issues in Islamic educational institutions including pesantren, one of which is the problem of graduates with the demands of the industry, the ambivalence of the implementation of Islamic education, and the quality of educational institutions.

Based on these descriptions, the demands of society in educational institutions also affected the demand for quality and competence of educators considered to have the greatest influence on the quality of education. They are expected to be the role models for the students and is able to guide them to the lifestyle that upholds moral and ethical. The quality and competence of educators are considered to have the greatest influence on the quality of education (Nasution, 1999:96). Therefore, it is reasonable for educators to act and to have professional work ethic in implementing the learning process in order to improve the quality of education. Similarly, educational institutions of education under the auspices of the pesantren, as an organization working in the field of education consisted of various groups of individuals who interact and cooperate with each other to form a habit that eventually becomes a culture that is firmly attached to the educational institutions. Work culture is based on the life attitude and life view rests on commendable values and habits, generally applicable, and into the effects encouragement to always succeed in work (Soejadi, 1999:80). Thus, the work culture also means part of an organizational culture that is, a pattern of behavior and values that are agreed in the work.

Formal education institutions under the auspices of pesantren should maintain and integrate the values that characterize the boarding school with modern management values . In this case, it can be said that boarding schools are embodied in formal educational institutions gradually make accommodations and certain concessions which he considers quite right in the face of modernization and change widely. However, one thing to keep in mind that all the accommodation and the concessions it made boarding without sacrificing the essence and the basic things the existence of pesantren. Accordingly, among the few things that was followed by boarding embodied in formal educational institutions is the basic spirit and belief educators in educational institutions under the auspices of the schools will theological belief that eventually led to a culture of ethics, the interaction of human life and symbolism frequently used symbols.

In the development efforts in Nurul Jadid senior high school, seen their efforts to the development from within, which is visible from

the efforts of educators at both schools. This is caused by the operation of a work culture which has undergone a transformation and shift while preserving the old values (*al-muhafadhatu ala al-qadimi al-Salih wa al-ahdu bi al-jadidi al-ashlah*). In this case, educators in Nurul Jadid senior high school as formal education institutions under the auspices of pesantren, within the framework of the development from within, according to Habib Chirzin always see the value system (*ruh al-ma'had*), ideals (*himmah*), the real needs (*hajah*), the demands of society (*himmah al-mujtama'*), as well as the capabilities and resources to support schools (caring capacity and support system) (Chirzin, 2007, p. Ix)

The phenomenon of the educational reform educational institutions under pesantren, as noted above, according to Syahrin Harahap became evident that the pesantren and the formal educational institutions, has managed to unearth the values of Islam in the modern form of piety which further built and landed in the life (Harahap, 2015, pp. xvi-xvii).

Changes in attitudes or actions of individuals or communities are often more influenced by interaction and cultural integration including the leader. Similarly, the work culture of the school under the auspices of the pesantren that are influenced by interaction and cultural integration factors.

The statement stating that the work culture in an organization is influenced by elements in line with the leadership of Edgar H. Schein (Schein, 2004, p. 225)

> As we think about this formation process, we must not confuse the individual assumptions of the leader with the shared assumptions that define the concept of culture. Culture only arises when those individual assumptions lead to shared experiences that solve the group's problems of external survival and internal integration. Culture is created by shared experience, but it is the leader who initiates this process by imposing his or her beliefs, values, and assumptions at the outset.

In order to build a culture of work, then the principal as leader would not want to be able to influence subordinates, enabling him to manage people and manage your mindset.

The school principal as a leader succeeded in playing a role in terms of people orientation and achievement orientation so that the values or norms those become meaningless as if the vital tool for the development of institutions. In the era of globalization, according to Tilaar (Tilaar, 2000, p. 159) indeed needed a leader who not only mastered the ability and skills to lead but also needed a leader who is able to embody the moral values in the education system and the leaders who control the values of science and technology in accordance with the times. Based on these descriptions, this study aims to; 1) find the behavior of the principal's leadership in building a work culture based on pesantren, and 2) find the impact of school leadership in building a work culture based on pesantren.

METHOD

Research on the principal's leadership in building a work culture based on pesantren will use a qualitative approach that departs from the interpretive paradigm that focuses meaning behind action. In this study, a qualitative approach was used to observe, ask questions, track, understand, and abstracting. The data collected in this study using the natural background *(natural setting)* as the data source directly. Thus, through this research may find once describing the data as a whole and intact the principal's leadership in building a work culture based on pesantren in Nurul Jadid senior high school Paiton Probolinggo. Through this research is also expected to build a theory inductively derived from the abstractions of data collected on the principal's leadership in building a work culture based on pesantren by finding meaning in a natural setting.

This research was a case study *(case study),* which in this case the researchers sought to investigate the phenomenon in the context of real life by utilizing multiple sources that exist in human life (Yin, 2003, p. 13). Thus, this study, researchers focused on the desire to know the diversity and particularity the object of study. While the final results to be obtained in this research is to explain the uniqueness of the case under way in high school Nurul Jadid Probolinggo.

RESULTS AND DISCUSSION
The Behavior of The Leadership of Headmaster in Building A Work Culture Based On Pesantren

For educational institutions, cultural education is a very urgent matter that considering the identity and quality of education is determined by educators and personnel of education who are in educational institutions. Among the several things to be a function of a work culture are generate a shared commitment of teachers and education staff who inside it, improve the system of social stability, and serves to implement the control of attitudes and behavior of the personnel. The description as in the according above is reaffirmed he impact on the

work culture in an institution such as the growth of highly committed educators who are in school or the creation of a healthy competition. Work culture according to Edgar H. Schein basically comes from three sourcess, among which:

> Cultures basically spring from three sources: (1) the beliefs, values, and assumptions of founders of organizations; (2) the learning experiences of group members as their organization evolves; and (3) new beliefs, values, and assumptions brought in by new members and leaders (Schein, 2004, p. 225).

Based Schein statement as stated above, it is known that culture basically comes from three things: first, beliefs, values, and founder assumptions; second, the experience of the member in organizations from development of their organization; Third, new beliefs and values brought by members of the organization or leader. Those three things according to Schein is plays an important role for the survival of the culture, but the most important of all three is the role and impact of the value brought by the organization's founder (Schein, 2004, p. 256).

Work culture that formed in schools is also influenced by the pattern and style of leadership that is in it. As revealed by Minnah, et al which states that the work culture and leadership are two sides of the coin contiguously. Culture is embedded in an organization should be translated by the leader to be used as guidelines to behave and act. A school principal as leader in the school should be able to manage a change in the organizational culture so that it can survive from the onslaught of culture beyond the school (el-Widdah, Suryana, & Musyaddad, 2012, pp. 123-124).

Similar things with the above statement, Schein confirms that leadership and culture have interrelated bonding as below:

> Culture is the result of a complex group learning process that is only partially influenced by leader behavior. But if the group's survival is threatened because elements of its culture have become maladapted, it is ultimately the function of leadership at all levels of the organization to recognize and do something about this situation. It is in this sense that leadership and culture are conceptually intertwined (Schein, 2004, p. 11).

The role of a leader in building a work culture based on pesantren, associated with the function of leadership is a process of influence in determining the purposes of the organization, motivates the behavior of followers to achieve the purpose, influences to improve the group and its culture. It also affects the interpretation of the events of his followers, organizing and activities to achieve the target, maintaining support and cooperation from people outside the group or organization (Riva'i, 2007, p. 3). Therefore, in accordance with Danim who quoted from Keith Davis, that an organization without a leader is like a group of people who are not organized and do not have a conduct aimed (Danim, 2004, p. 18).

Thus, in the context of build a culture based on pesantren, the behavior of headmaster of SMA Nurul Jadid Probolinggo as the findings in this study is manifested in the form behavior of headmasters leadership that is task-oriented, relationship-oriented and based on spiritual values.

Behavior of the headmaster in establishing a work culture based on pesantren good boarding schools based culture either in SMA Nurul Jadid Probolinggo in the context of this study is manifested in the form behavior of headmaster that define the organizational patterns, rules, and how to work completion. The determination of the organizational pattern including is done by specifying the duties and functions that must be performed by members of the organization to complete the work program that has been created based on the purpose, vision and mission of an organization. Every employee should have been implement more detailed activities that implemented clearly and in each section or unit. Details of these tasks are classified into practical and concrete units in accordance with the capabilities and demands of society. The principal tasks as a unit of work or activities that most important and routine performed by the employees in an organization that provides an overview of the scope or complexity of the positions or organization for achieving certain goals. (Himawan, 2004, p. 38) In other words, educators are given the authority to carry out a basic tasks and functions and was always bound by public law was not written or general principles of good governance.

In this case, the leadership behavior with the tasks oriented is such as system design and procedures that govern the vision, mission and objectives, success criteria, the criteriafor commitment in implementing the tasks, evaluations etc., or in the form of the draft of organizational structure that regulates the internal relations between supervisors and subordinates, as well as among subordinates, and the duties and functions aimed to convey the values of what should be done by subordinates. Thus, the task-oriented leadership is one way to build a culture based on pesantren.

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While the leadership behaviors that relationship-oriented is form of internalizing the values contained in the work culture based on pesantren will be full of meaning and spiritual meanings, so in order to build a work culture based on pesantren are loaded with spiritual content also needed a leader who is showing the total self quality, both in terms of personality and behavior, both in school and outside of school.

Based on the description as above, it can be concluded that in building a work culture based on pesantren, role models which exhibited the figure of headmaster that in his leadership has successfully translated its function as a leader in the form the behavior and be a model for educators at the school. In this case, educators in SMA Nurul Jadid imitate what was done by their school headmaster and trying to internalize it in themselves. Thus, the principal of a person who acts as a role-model for educators in these schools till they feel they have a real model of the virtues that they must comply.

Thus, to effort of leading his subbordinate, the principal using a variety of the behavior of relationship oriented such as supporting to the efforts of subordinates by showing the trust and respect, ,helping subordinates by provide personal training and mentoring, giving recognition to the success of subordinates and the contribution that was given by them and make subordinates as partners in making decisions that will ultimately affect the subordinate (Yukl, 2005, p. 508).

Behavior of headmaster of SMA Nurul Jadid in building a work culture based on pesantren it is not something that just happened, but but in the effort are reflected a unique effort in build a culture based on pesantren. Work culture that built up in educational institutions under the auspices of the pesantren like SMA Nurul Jadid originated from theological beliefs then raise the ideas, assumptions, and behaviors that are a reflection from a work culture based on pesantren.

Based on the research results, in the context of building a work culture based on pesantren, the headmaster of SMA Nurul Jadid provides a touch of spiritual values by establishing and articulating the value based on the pesantren values, establishes a religious knowledge as basis for the selection process, building awareness of supervision or *muraqabah*, doing a self consolidation on each educators, and build the spirit of service. The vision built by headmaster is a picture that gives a pride to educators. In other words, a vision that is built is a vision that is able to trigger the pride of educators and even they feel the importance of the vision, The vision built by the principal is a picture that gives pride to themselves educators. In other words, a vision

that is built is a vision that is able to trigger the pride of educators and even they feel the importance of the vision that they defend and run it with fondness.

The efforts to articulate a value by making the headmaster and role figure in pesantren contained a meaning within the model there is peace of mind which is then applied in the social order in the form of *amal shaleh*. Islam in the form of surrender and submission of a servant and believers must demonstrate by worshiping Him, keep His commandments. And the next is ihsan which includes three aspects, namely worship (*ibadah*), muamalah and morals (*akhlak*). In this case the synergy between faith (*iman*), islam, and ihsan is the building of theological arguments that appear from a word view or social paradigm that is used by a group of people to justify their actions. The worldviews and social paradigm actually not just beliefs about words that are desired or intended to guide the actions, but also has the legitimacy or justification the causes of the action from behavior.

Thus, behavior of the principal's leadership in building a work culture is completing the theory of Edgar H. Schein according to which there are several ways that can be used by leaders to influence the subordinates to follow the values of the organization as they want. In such cases, Schein offers a primary and secondary mechanisms (Schein, 2004, p. 246).

Primary and secondary mechanisms is a mechanism that can be applied by leaders to build a culture in an organization. The mechanism both primary and secondary as said by Schein also be a mechanism in building a work culture based on pesantren as contained in the results of this research. These ways are reflected in the behavior of headmaster either task-oriented (organizational design and organizational structure, systems and procedures of the organization, a formal statement about the philosophy and beliefs of the organization, the ritual is usually done, the allocation of rewards, resource allocation and re-cruitment system, promotion and dismissal), relationship-oriented (attention, the reaction of leaders to the criticisms and crisis, the role model, the allocation of rewards, stories about people and important events in the organization, and a formal statement about the philosophy and beliefs of the organization), as well as leadership behavior based on spiritual values (the role model, attention, recruitment patterns and rituals are wont to do). With leadership behavior as described previously, the work culture will feel easy to develop.

Behavior of principal leadership is reconstruct the theory of management team from Blake and Mouton's that combines the task-

oriented in leadership behaviors and relationship oriented in leadership behavior in one axis intersecting. In this case, a work culture based on pesantren will be awakened when the behavior of the principal's leadership not only combines the behavior of leadership with tasks and relationships oriented, but also combine them with the leadership behaviors with spiritual values oriented. The theory of Blake and Mouton developed a managerial grid theory n which there are two axes intersecting. (Northouse, 2013, p. 77).

The findings of this study is combines task-oriented, relationship oriented, and spiritual values oriented in leadership behaviors. In this study also found the behavior of the leadership, both task-oriented, relationship oriented, and spiritual values oriented, adjust with skill, commitment and values of subordinate. Behavioral approach spawned the style as above, gives a conceptual overview that can be used to understand the complexities of leadership in building a work culture primarily.

Beside it, the results of this study complement the theory of Edgar H. Schein's that only reveal that in building the culture of the organization, can be performed using a primary mechanism by lack of attention, leaders reaction to the criticisms and crisis, resource allocation, role models, reward allocation, pattern of recruitment, promotion and dismissal as well as a secondary mechanism consisting from organizational design and organizational structure, systems and procedures of the organization, stories about important events and people in the organization, a formal statement about the philosophy and beliefs of the organization, design of the facility and the usual (Schein, 2004, p 246).

The Impact of Leadership Behavior of Headmaster in Building A Work Culture Based on Pesantren

The leadership behavior of headmaster of SMA Nurul Jadid Probolinggo in building a a work culture based on pesantren is impact on a work culture and organizational commitment that includes affective and normative commitment of work culture. Basically, the affective commitment associated with their willingness to be bound with the organization (want to). While the normative commitment is a commitment that was born from subordinates by self couse their awareness that commitment to it is as it should be done (ought to) (Allen & Meyer, 1990, p.3). The attachment of subordinate emotionally is loyalty that arising from feelings of subordinates who assume that the problems in the organization is their problem too (Allen & Meyer, 1990, p. 15).

In this study, affective commitment in a work culture is the desire of educators in SMA Nurul Jadid to be bound in the organization so that it can be said that educators want to be a part of SMA Nurul Jadid as well as the cultures that exist in it because of their emotional ties caused by relationship oriented behavior of headmaster.

The commitment has meaning a belief that bind (*aqad*) until fetter the conscience and then move the behavior that move towards the direction he believed (*I'tiqad*). According to Tasmara, subordinates who tend to view themselves are not citizens from an organization so it can be ascertained if they can not demonstrate a commitment to organization (Tasmara, 2006, p. 63).

Similarly, the normative commitments of work culture whose arising from the behavior of school leadership which is aiming to build a culture based on pesantren. In this case, normative commitment by Meyer, Allen and Smith, as quoted by Sopiah is a commitment to a work culture that has existed in self-educators for their awareness that the values in culture is as it should be done (sopiah, 2008, p. 157). The impact can be seen from the behavior of educators in the school that believes that the policies as reflected in the task oriented behavior of headmaster, relationships behavior and spiritual values behavior are for the good of educators as individual.

Thus, the expected is emergence of synchronicity that occurs because of the the attachment (commitment), both emotional attachment (affective) and the the attachment of an awareness that work culture as referred is indeed the right thing to do that is synchronized with the surrender on the highest goals in life (sacred mission) who then erupt in the form of behavior in the work.

Description as above, also confirms that the behavior of the principal leadership in establishing a work culture based on pesantren helped to reinforce the traits of personality as a result of their affective and normative commitment in the implementation of work culture based on pesantren. Nawawi call the individual behavior with traits of personality (personality traits) in the form of a quality of a person's behavior which has been a characteristic or trait characteristic (unique) in all activities of the individual, and the traits has been permanent (Nawawi, 2009, p. 44).

Behavior of the principal in the form of task-oriented behavior, relationship-oriented and based on spiritual values have an impact on emotional attachment of educators so that it appears the ideas, norms and behavior in accordance with the concept of a work culture

based on pesantren. School leadership also has implications for the development of a work culture in the normative dimensions who are committed to the work culture which has been present in educators for their awareness that the values of culture is as it should be done. A touch of spiritual values such as building and articulation of a vision-based on pesantren, build a synergy between faith (*iman*), islam, ihsan, and *amal shaleh*, and build awareness the *state of being*, and a touch of behavior of the headmaster in the form of task orientation, such as setting the duties and functions, code of ethics, award and punishment system, as well as the touch of headmaster behaviors in the form relationship-oriented such as a model of value, attention, motivation, giving the freedom to innovate and others that impact normatively in the form awareness that the values in culture is as it should be done.

Behavior of principal's leadership in building a work culture based on pesantren in SMA Nurul Jadid also have an impact on job satisfaction and lack of turnover intentions. Job satisfaction in the organization basically influenced by several factors, according to the job satisfaction theory proposed by Luthans as revealed from Frederick Herzberg, suggests Two Factor Theory namely motivational factors and hygiene factors. Motivating factors associated with aspects contained in the work itself (job content) or also called as the intrinsic aspects of in job. While the hygiene factors is factors that are around execution of the work, related to the job context or extrinsic aspect of worker (Luthans, 2011, p. 165).

Based on the belief system that comes from the doctrine of the Qur'an and the hadith provide a strong encouragement for the spiritual condition of a person or group to work which also has a religious aspect. According to Noeng Muhadjir has quoted by Asifuddin declared that the most important from motivational psychology is conscious performance of moral character (*akhlak*) which began from the intention of worship that initiate any activities that will be done (Asifuddin, 2004, p. 199). The urgency of performance of moral aware which began from these intentions, because the behaviors of humans tend to like change, caused their intellectual dynamics, logic, and other moral values. It also confirms that the motive in the form of encouragement of worldliness will tend temporal and does not last long because it is not uncommon motivation has been expired. Therefore, it is proper the belief system of spiritual values serve as prima causa for the advent of motivation to work even worldly because, however Islam was never a dichotomy

of human needs both worldly and after life needs. While the turnover intentions is the impact of job satisfaction of teachers and educational staff in SMA Nurul Jadid Probolinggo.

CONCLUSION

Based on the focus of the research as the main focus in this research as well as research data, it can be concluded: (1) behavior of principal's leadership in building a work culture based on pesantren done by specifying a pattern of organization, regulations and way of completion of work, supervise task, emphasizing completion of tasks through reward and punishment, describe duties and functions of educators and educational personnel which further strung in task-oriented leadership, make himself and other figures in pesantren as a model of implementation a work culture, motivate educators, push the intelligence, rationality and invite subordinates to think creatively and critically in finding and solving problems in the organization, as well as giving attention to the individual, set a religious knowledge as a basic criterion in the selection process, build and articulate the value based on the value of pesantren, build awareness of supervision or *muraqabah*, consolidating on each self of educators, and build a spirit of dedication, (2) the impact of school leadership in building a work culture based on pesantren manifested in the form of commitment to work culture based on pesantren with an emotional bond between educators with the principal and the educators at the school and pesantren hereinafter known as affective commitment. Behavior of school leadership also resulted in commitment to work culture that has existed in self-educators for their awareness that values in the cultures is as it should be done, which further is called normative commitment. The principal's leadership in building a work culture based on pesantren also have an impact on job satisfaction and lack of turnover intentions, as well as the involvement of working physically, emotionally, and cognitively.

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SCHOOL ENVIRONMENT AND
CULTURE BASED CHARRACTER EDUCATION

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ABSTRACT

This study aimed to describe: 1) Values of school environment and culture based character education; 2) Implementation of Values of school environment and culture based character education; 3) Evaluation of school environment and culture based character education; and 4) Supporting and Inhibiting Factors of school environment and culture based character education. This study used a qualitative approach through case study technique. The study's findings: Application of character values developed in accordance with the school's objectives. Cultural values consisting of discipline and cleanliness by forming Student Discipline Mover (SPD). The program in seeding character values to students conducted by daily habituation. The character values plans have been designed since the formulation of the school activities at the beginning of the year. A review of the initial planning implementation is done for each semester. The Organizing activities implemented over the program and the person in charge of each activity. All teachers are scheduled in turn to carry out activities. The implementation of activities was done responsibly by all members. The activity evaluation was conducted in two activities, namely the process evaluation of the activities and the operations results, and reported to the school principal verbally and in written.

Keywords: character education, school-based culture and environment

Understanding of the Culture School can be done based on the words contained in it. School culture is defined as a system of values, beliefs and norms commonly accepted and implemented with full awareness as a natural behavior and shaped by the environment by creating a common understanding on the entire school community members (DG PMPTK, 2007). Culture can be classified into two kinds, namely the positive and negative culture. A positive culture can develop positive behaviors and favorable, otherwise the negative culture can develop / negative affect student behavior anyway, then positive culture should be developed in school. If coupled between culture and organization (school) into the culture of the school has the meaning (1) a set of values that underlie behavior, traditions, everyday habits, and symbols that practiced by the principal, teachers, administrators, students, and the community around the school. School culture is a characteristic, character, and the image of the school in the wider community (Deal and Peterson, 1999); (2) "A number of important insights, like norms, values, attitudes, and beliefs, which is jointly owned by members of the organization" (Stoner, Freeman and Gilbert, 1996: 182); (3) personality organization (personality of an organization) or how things work around the organization, guidelines for employees to think, act, and feel, embodied the core values, beliefs, ethics, and rules of behavior within the organization (Hansen, 2005); (4) "the dominant values are supported by the school or philosophy that guides a school policy against all the elements and components of the school including education

stakeholders, such as how to carry out the work at the school as well as the assumptions or basic belief embraced by school personnel" (MONE, 2007: 1). Education has an important role in developing the character (inner strength, character), mind (intellect), and the child's body. The third part of it should not be separated so that we can promote the fullness of life of our children. Ki Hajar Dewantoro stated about how big of a role of education in building a child's character. National education goals as mandated by Law No. 20 of 2003 on National Education System, Article 3 states: "The national education serves to develop the ability and character development and civilization of the nation's dignity in the context of the intellectual life of the nation, is aimed at developing students' potentials in order be a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible. "In addition, education has a role to prepare students to become self-reliant to maintain existence, personality and moral excellence in the midst of cultural diversity and the values of other nations. So, education is an effort to promote the growth of morality (inner strength, character), mind (intellect), and the child's body should not be separated can promote the fullness of life of our children.

METHODS

To answer the problem in a comprehensive study, the approach used is qualitative (Bogdan & Biklen, 1998; Yin, 1999). The research design uses multikasus. Researchers act as an instrument at the same time as the data collector to catch the meaning, value and the value of local interaction of

different (Yin, 1999). Location of the study conducted in SDN Pandanwangi 1 Malang. The choice of location is based on the characteristics of the culture of the school and the school environment and implement or cultivate character values based on Indonesian culture and cultural values. The data source consists of: (1) human, the informant who understand the character education applied by the respective schools (principals, vice-principals, teachers), and (2) non-human being, namely literature and a variety of printed materials about values Indonesian culture and religious values adopted by each school. Data collected by observation, interview and documentation. Data analysis was done in two ways, namely: data analysis of individual cases and cross-case data analysis (Miles & Huberman, 1992). Checking the validity of data is done through credibility, dependability, and confirmability data.

RESULTS AND DISCUSSION
Application of Values Character Education

Character has a value that must be applied and developed by a community as a result of the creation and community consensus that life goes as expected. An educational institution or school is one of effective institutions for seeding character values with the aim of learners can fulfill their role as a human being useful.

As a culture-based educational institutions, public elementary school Pandanwangi 1 Malang implement a range of values that reflect the local culture. Character values developed by SDN Pandanwangi 1 to learners is a translation of the understanding of the ideals of educational institutions.

As a form of elaboration of character values-based culture, SDN Pandanwangi 1 Utilizing the character corresponding to the understanding of culture as a whole. Culture is the basis for all human activity that can make human life to be useful. Cultural values developed in SDN Pandanwangi 1 is a description of one moto owned.

Implementation Management Culture-Based Character Education and the School Environment

Implementation of character values developed by the leadership of SDN Pandanwangi 1 has consistently been implemented properly. Based on the results observed that cultivation of values-based culture that is applied in this school is very thick. The process is most decisive in the seeding of character values of students is a process of habituation. Habituation to be done

seriously and involve all students, teachers and educational staff in schools. If habituation can be done well, then the character values-based culture will be implemented properly and without coercion. Party chief SDN Pandanwangi 1 has made various process of habituation character values to students on an ongoing basis. Based on the results of field studies, many achievements have been achieved by the students of SDN Pandanwangi 1, that is The best achiever in the sub-district or district, and provincial and national levels in Adiwiyata school in 2012.

Application of character values that will be planted to students not going to go well, if not managed properly. The values of character the primary concern of the head SDN Pandanwangi 1. Management of character values starting from the planning, organizing, implementing, and evaluation or assessment activities. Planning is the first and main thing in determining the direction and objectives of the program will be implemented. If planning program developed according to plan then all the programs will work well, and vice versa. Similarly, in planning the character values that will run in this school that focuses on the culture and environment of the school.

Planning character values has been designed from the outset in the planning of school time. This is due to the character of the students become the primary concern in the formation of the personality of students. Character values that built this school we built when planning school activities. At that time, I was targeting the cultural values of what we later developed. Character values which we develop based on the culture and environment of the school. So we teach students to always run the values that exist in the community and the nation of Indonesia. Finally, we were at that time to highlight the values of discipline and cleanliness in every activity of students in the school, for example by forming a driving student discipline (SPD).

Planning activities that have been conducted every year has to be reviewed on their effectiveness. Therefore, at the beginning of each new school year usually principals and teachers always plan programs and activities to inculcate cultural values to students. The purpose of these activities that character values or values that are developed can remain stable and can be increased.

After the planning activities completed, the next activity is organizing. Organizing is an activity to group activities that have been designed to be more effective in implementation. Implementation of this activity consists of the program and the person in charge of each activity. Activities to support the implementation of cultural values are grouped into several sections. The values that are integrated with the lesson then managed by homeroom and classroom teacher each, for example

via student discipline habituation driving discipline (SPD). Everything was the responsibility of the class teacher and classroom teacher.

Organizing is necessary so that the activities that have been designed run in accordance with a predetermined. Organizing intended that each program has been planned to have the right goals and objectives and there is a charge. All teachers appointed given the responsibility to carry out the activities as well as possible. The activities have been designed by the school should be carried out with the best. Teachers are given the responsibility to carry out and the activity must be held accountable. For that we have a group-grouped for easy implementation activities. As for the learning handed over to two of his teachers, the homeroom and classroom teachers respectively. The responsibility is on both the teacher teaching the class. Given this division of tasks each person will be able to carry out their duties properly. This is proven by the compactness that is visible on the activities of the teacher.

After organizing work is complete the next activity is the implementation. Each implementation has been given a responsible activity as determined at the stage of organizing. Alhamdulillah activities carried out in this school, all the knowledge I have not encountered major obstacles. This is because all the activities have been designed well and there in charge. Nevertheless, we continue to perform as well as possible, and the most important is the activities that we conduct full support of the school and student trustee.

Evaluation Based Character Education Culture and School Environment

Once the project is implemented, it is necessary to evaluate the activity. Evaluation is an activity that cannot be separated when the person carrying out the activity program. The success or failure of activities can be seen the results when no activity evaluation. Evaluation activities are conducted to assess two things, namely the activities and results of operations. Evaluation activities should be implemented in order to improve the quality for the next activity. Because the evaluation, then we can determine the success or failure of the activities we have carried. Evaluation activities are divided into two kinds, namely the evaluation process of the activities and the evaluation of the results of activities. Evaluation is the process of assessing whether the activities carried out are in accordance with the stages of implementation, while the evaluation of the results of the activities of assessing the results

of the activities that have been implemented, whether the results are in accordance with our expectations or not. For that evaluation is an important thing to do.

The importance of evaluation activities is also of concern to the principal. Usually any activities that have been implemented will be reported to the school principal either verbally or in writing delivered at the council meeting forum of teachers. Each activity needs no evaluation. Because without evaluation we cannot assess whether the activities that have been carried out in accordance with planning already or not yet, been successful or not. Each teacher was given the responsibility of conducting asked to account for its activities both orally and in writing to me as the person in charge of any activity undertaken. Accountability activities that I usually ask the teacher to report especially in the forum of teacher's council meetings to the attention of other teachers in performing the same tasks. During this evaluation the teacher reported no problems hindering the implementation of the activities undertaken. This activity is important so that we can carry out the activities better in the future.

Based on this it can be stated that the program or activity to sow the character values conducted by SDN Pandanwangi 1 goes well and smoothly in accordance with the expectations of all school members. It is inseparable from the support and participation of all parties, especially the guardians of students to contribute ideas and material in order to succeed school program. The success of managing various activities is the main basis for schools to be better known in the community.

Findings
Application of Values Character Education

Application of character values in SDN Pandanwangi 1 developed in accordance with the school's objectives. Cultural values consisting of discipline and cleanliness by forming student discipline activator (SPD). Program seeding character values do with habituation students everyday at school.

Character Education Management

Planning character values in SDN Pandanwangi 1 has been designed since the formulation of the activities and plans of the school in the beginning of the year. However, a review of the initial planning work is done each semester. Organizing implemented over the program and the person in charge of each activity. All teachers are appointed in turn to carry out activities. Implementation of activities by responsible activity. Evaluation activities are conducted in two activities, namely the evaluation process of the

activities and results of operations. Evaluations reported to the principal verbally and in writing in the forum board meeting teachers.

DISCUSSION
Application of Values Character Education

The school is one of effective institutions for seeding the character values of society and the nation so that learners can perform its role as a human being useful. No exception based school culture and school environment, such as SDN Pandanwangi 1. SDN Pandanwangi 1 is an elementary school-based culture. Character values developed in SDN Pandanwangi 1 is a translation of the understanding of the ideals of educational institutions oriented to the development of national culture. Implementation of character values are implemented properly in the way of daily habituation. Habituation is done by involving all school personnel. Habituation is also done through activities oriented culture and the integration of classroom teaching.

This is in accordance with what was said by Megawangi and Dina (2010) which states that from an early age, children Indonesia has been taught the value of good character at school. Each student shall be taught a lesson manners and Pancasila Moral lesson in school that aims for children to do good deeds in everyday life. Character is the whole psychological behavior influence the result of endogenous factors (genetic) and exogen, which was engraved in themselves and distinguish individuals or groups of individuals from one another, as well as being the determinant of a person's behavior in their adaptation to the environment. Good character is manifested in good habits and virtues in everyday life: good thoughts, good heart, good behavior (Semiawan, 2010).

Implementation of character values run very well by the entire school community, because the value of the character in accordance with the teachings of the culture and environment of the school and are universal. Planting of the values of character education is applied in everyday life at school and be integrated into the learning process in the classroom. Implementation of character values are so deeply felt in this school where all students disciplined in complying with school rules.

Implementation of the values that have been developed by the school can run well when adhered to and implemented consistently by the entire school community and that is no less important is the participation of parents in monitoring the social emotional development of children. According to Borba (2001), there are seven main things is the basis of moral virtues and can help the child to behave in a moral in the face of environmental stress. These properties can be taught, exemplified, inspired and shaped so that children can master it. The seventh main virtues are: empathy (empathy), conscience (conscience), self-control (self-control), respect (respect), goodness (kindness), tolerance (tolerance), and justice (fairness). According to Berkowitz and Grych (1998), there are four important factors that need to be owned exclusively by parents in stimulating the moral development of children, namely: empathy, conscience, moral development of parents, and sacrifice for others.

Each school in fact has been developing and implementing the values forming the character through the operational programs of each school. Schools develop character values in order to improve the quality of students that will improve the quality of schools. While the Directorate of Elementary Education and Culture Ministry in 2009 has produced guidance on cultural values and national character which is expected to be applied to each elementary school in Indonesia. These guidelines are guidelines for schools to adopt the values of the character of the Indonesian nation. Cultural values and national character include: culture, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, the spirit of nationalism, patriotism, respect for the achievements, friends / communicative, love peace, love reading, environmental care, social care, and responsibility. Application of each character will be different according to the conditions of each school.

Character Education Management

The implementation of character values that will be planted to students not going to go well, if not managed properly. Therefore, both SDN Pandanwangi 1 properly design the planting of character values to their students in order to achieve maximum results. Management of character values starting from the planning, organizing, implementing, and evaluation or assessment activities. As stated by Siagian (2003: 5) "management as the process of conducting various activities in order to implement the goals and as abilities or skills of the person occupying managerial positions to obtain such a result in the achievement of objectives through the activities of others". While Terry (in Herujito, 2003: 1) states "management is a different process consists of planning, organizing, actuating, and controlling is done to achieve the goals determined by using human and other resources".

Planning is the first and main thing in determining the direction and objectives of the program will be implemented. If planning program

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developed according to plan then all the programs will work well, and vice versa. Siagian (2003: 88) states as a whole planning process and the determination of a mature thinking about things that will be done in the future in order to achieve a predetermined goal. Meanwhile, according Clipping (in Siagian, 2003: 92) a good plan contains six elements in which he named six waiters, namely: (a) what (what activities should be carried out in order to achieve goals that have been determined beforehand), (b) where (in which the activities that will be performed), (c) when (the plan should be reflected in a priority system that will be used, timelines, as well as the stages that must be accomplished in accordance with a predetermined time), (d) how (how to implement the activities towards the goal), (e) who (whoever the people in it), and (f) why (meaning why all elements need to be done).

Planning character values in SDN Pandanwangi 1 has been designed from the outset at the time the school will make the school work plan or the annual work plan. However, a review of the planning activities conducted beginning of each new school year or the beginning of the semester. Planning is done through a board meeting to discuss teacher semester or yearly activities. Planning involve the school committee and community classes. The second function is organizing (organizing), the organization is the "whole process of grouping people, tools and assignments of responsibility and authority in such a way so as to create an organization that can be moved as a whole in order to achieve those objectives determined "(Siagian, 2003: 95). Implementation of the organizing function can work well if the manager is able to create a good organization. Good organization has nine traits (Siagian, 2003: 97), namely: there is a clear purpose; objectives of the organization must be understood by everyone; of interest must be received by any person; their unity of direction; their unity of command; the division of tasks; structured organizational structure as simple as possible; the guarantee of the position; and remuneration in kind.

Organizing planting of character values in SDN Pandanwangi 1 is implemented on the program and the person in charge of each activity. All teachers are appointed in turn to carry out activities. Each activity is determined the responsible person designated by the principal.

The third function is the mobilization (actuating), which attempts to move the man power (labor) and utilizing existing facilities, the form is not human, for example, a variety of equipment or existing media (Soepardi, 1988: 114). Implementation of the mobilization function within the organization can be run either by using several techniques (Siagian, 2003: 110), namely: (a) explain the purpose of the organization on each member; (B) make everyone understand and appreciate that purpose; (C) see to it that everyone understands the organizational structure; (D) treat subordinates as human beings with understanding; (E) make sure everyone working within the organization, the purpose of the person will be achieved. Implementation of activities in SDN Pandanwangi 1, each designated activity coordinator who was given the responsibility for the success of the activity. Coordinating the activities conducted alternately according to the instructions of the principal.

Evaluation Based Character Education Culture and School Environment

The fifth function is the assessment (evaluating), which is making a judgment according to ranking criteria agreed and verifiable (Fattah, 2004: 107). While Siagian (2003: 1117) states "assessment is the process of measuring and comparing the results of the work are in fact achieved the results that should be achieved". Evaluation activities conducted in SDN Pandanwangi 1 is conducted in two activities, namely the evaluation process of the activities and results of operations. Evaluations reported to the principal verbally and in writing in the forum board meeting teachers.

CONCLUSIONS AND RECOMMENDATIONS
Conclusion
Application of character values in SDN Pandanwangi 1 developed in accordance with the school's objectives. Cultural values consisting of discipline and cleanliness by forming student discipline activator (SPD). Program seeding character values do with habituation students everyday at school. Planning character values in SDN Pandanwangi 1 has been designed since the formulation of the activities and plans of the school in the beginning of the year. However, a review of the initial planning work is done each semester. Organizing implemented over the program and the person in charge of each activity. All teachers are appointed in turn to carry out activities. Implementation of activities by responsible activity. Evaluation activities are conducted in two activities, namely the evaluation process of the activities and results of operations. Evaluations reported to the principal verbally and in writing in the forum board meeting teachers.

Recommendation
Based on the research results, it is suggested to: 1) Department of Education Malang, the expected results of this study may be one of the reference and input in policy making to develop character education in schools as the city of Malang, special state primary schools. 2) The

principal expected results of this study enhance the character better education so that learners can morally better to become the nation's children who can be relied upon. and 3) further Researcher; We hope this research can be followed up by developing a management model of education based on the values of local wisdom and values of society Indonesian nationality with background research methods and others.

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ULAMA PARTICIPATION IN LOCAL POLITICS AND GOVERNANCE: THE CASE OF THE PROVINCE OF LANAO DL SUR

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ABSTRACT

A pressing concern for the researcher is the continuing erosion of the public's faith in politics and politicians and the impact of the timely entry of the Muslim religious sector into an "alien" field. He believes that the problem is into so much the system. Although it is admittedly flawed and reeks of the stench of advance decay; it has more to do with the living agents who run the government. This is a time when labels like "rogues in robe" and "scalawags in uniform" are enjoying wide currency. People who still have faith in government and refuse to embrace nihilism as a philosophy find themselves casting about for models from the "few good men" out there in whom to invest their trust Religious leaders were seen as an instrument of society's renewal. The research design deemed most appropriate for the purpose of the study consisted of the combination of the qualitative and quantitative types of study. Majority (56%) of the respondents were aged below 36, and 58.8% were female. In terms of highest educational attainment, majority (62.2% were college graduates. In terms occupation, 42% were government employees, earning less than P25, 000.00 monthly income. Majority offered "no answer" to this Socio-Economic feature. The narrow minority that answered the same, comprising 14.3% of the sample have 20 years of service behind them. Nearly two-third or 79.8% of the sample did not disclose their political party affiliation .An even greater number (96.6%) provided no information on the length of their political career; the two results are in accord.

Keyword: Ulama Participation, Politic, Muslim

Whenever politics and governance are mentioned, people grow cynical about these human enterprises or feel revolted. The world conjures up image of gross abuse of power, corruption and self-aggrandizement, incessant gabfests in Congress and rhetoric, and all forms of betrayal of public trust. The deterioration of public service, particularly government service, is writ large in official reports, news, and hearings of expose conducted by either the lower or upper house. Investigation of scams has become a commonplace in Philippine society and the unflattering Socials Weather Surveys of public perceptions/approval ratings of government officials are seen plummeting, if not progressively decreasing, indicating widespread disenchantment and decline of confidence in government agencies and officials.

Governance, at the local and national levels, appears to be a hopelessly messy and tangled affair. So when the confidence-inspiring religious sector of Meranao society, the Ulama, tossed their cap into the political arena in 1987, there was a fresh resurgence of hope for reform or meaningful change. The unpleasant connotations associated with elections and governance, such as cheating, vote-buying, anomalies and brazen display of power fell away and were replaced by images of the Holy Prophet Muhammad (s.a.w.) righteous leadership which, throughout the Muslim world,

is held up as the preeminent exemplar of sagacious and virtuous leadership.

Before 1987, Ulama involvement in politics was unheard of. In fact, due to a rather narrow interpretation of Qur'anic teachings and the Hadith (Tradition) of Prophet Muhammad (s.a.w.) politics was tacitly considered anathema to these religious' calling. This issue to which there are two diametrically opposed sides is taken up in the Theoretical Framework. Suffice it to say this point that then the stage for religious personages was not "the entire world"; their role and functions in society were limited to the religious or spiritual domain. Their religious orientation trained their concentration on da'wah (propagation of the faith) by delivering Islamic sermons, or organizing seminars to elucidate Islamic doctrinal matters and bring the Ummah closer to their faith, leading the congregational prayers, and doing their part on such occasions as wedding ceremonies, burial rites, kap-morod (enthronement of sa sultan), the akikah of the new born, and other seasonal traditional festivities, such as Eid il Fitr and Eid il Adha. At such important events in the life of Muslims, the presence of the Ulama to lead the invocation is de rigueur. In those days, religious leaders regarded politics as some kind of forbidden territory that had better be left to politicians or the secular political authorities.

A pressing concern for the researcher is the continuing erosion of the public's faith in politics and politicians and the impact of the timely entry of the Muslim religious sector into an "alien" field. He

believes that the problem is into so much the system. Although it is admittedly flawed and reeks of the stench of advance decay; it has more to do with the living agents who run the government. This is a time when labels like "rogues in robe" and "scalawags in uniform" are enjoying wide currency. People who still have faith in government and refuse to embrace nihilism as a philosophy find themselves casting about for models from the "few good men" out there in whom to invest their trust Religious leaders were seen as an instrument of society's renewal.

It is the same concern -i.e. finding leaders demanded by the times- that led people to rally behind the candidacy and platforms of the Ulama and cast their lot with Aleem or Ulama seeking positions in the government. People were clamoring for a fundamental change and clung to the hope that from the ranks of the Ulama might yet rise leaders of men who, like Moses, would lead them out of the wilderness and guide them toward the "land of milk and honey", or like pre-Islamic rabian Peninsula in the 7th century A.D., and established in the collective consciousness probably has explanatory power, accounting for the syrge or groundswell of support for the late Governor Dr. Mahid M. Mutilan and , after him, Aleem Basher Manalao.

The year 1987 was thus one of transitions. It marked a milestone for the political climate and political culture in Lanao del Sur. For the first time, the Ulama actively participated in local politics. They formally organized the Ompia Party (literally, reform, a word which explicitly proclaimed their mission), to compete with the traditional political leaders (called trapos, the derogatory dialect term for traditional politicians) in the province for positions in the local government. They boldly offered an alternative leadership to the electorate that had grown impatient with the status quos and was clamoring for transformation of society. The masses believed that the presence of religious leaders in the government would effectuate needed reforms. The candidates fielded by the Ulama were seen as role models or exemplars of effective leadership based on Islamic principles or precepts. Leadership provided by them was hoped to usher in an era of moral recovery and ascendancy. Expectation could not rise higher. The Ulama, for their part, embarked on their messianic venture, with the noblest of intentions: reform of politics and transformation of society under the banner of Islam. They sallied forth from their religious enclaves into terra incognita- i.e. politics and governance-

with the missionary zeal to introduce meaningful change and improve the political condition. They would wage war against the ferocious dragon that preyed upon society by eradicating undesirable political activities and corrupt practices like mismanagement of public funds, nepotism, abuse of power, and more. The Ulama set out to introduce new politics anchored on Islam as an ideology.

METHOD

The research design deemed most appropriate for the purpose of the study consisted of the combination of the qualitative and quantitative types of study. It was basically a descriptive survey kind of investigation aimed at determining the status and level of effectiveness or efficacy, for want of better term, of a given phenomenon- i.e. Ulama participation in local politics and governance in the province of Lanao del Sur. The inquiry was focused on the status of capabilities of the Ulama to ascertain their preparedness for their new engagement or role in society, and the level of success or effectiveness attained by them in their participation in the political domain of local governance. A number of indicators were used to make the need determinations. As an attempt also to discover or ascertain the existence of a significant relationship between two variables, the investigation necessities the used of correlation technique,

Both structured and unstructured questionnaires were used to elicit the views and perceptions of the respondents not only on the status/level of capabilities of the Ulama and the level of success attained in their involvement in local governance, but also on their contribution to reform and development and the problems and issues attendant to such participation. In other words, the questionnaire was the main research instrument in gathering data. For purposes of triangulation, interviews were held with a smaller number of respondents drawn from the original sample of the study and key informants. The latter group included insiders who provided the emic or near perspective, being party men or officials (OMPIA Party) and outsiders, composed of prominent professionals representing different fields or domains, such as academe, law and public affairs.

The locale of the study is the province of Lanao del Sur. The province is bounded on the east by the province of Bukidnon, on the weast by the Illana Bay, on the south by the province of Maguindanao, and on the north by the province of Lanao del Norter. It has a total land area of 4,215.2 square kilometers with 340.3 square kilometers of Lake and swamps. The province is surrounded by heavy forested mountains which keep it safe from typhoons. Mt. Piyagayongan and Mt. Magaturing

rise between 5,000 to 7,000 feet above sea level. Lanao del Sur is blessed with a favorable climate or balanced season throughout the year belonging to type IV. Altitude (with an elevation measured at more or less 700meters above sea level), topography, and landscape contribute not only to its scenic beauty but also to its cool climate.

The province is composed of 39 municipalities and one city. It has a population of 1,137, 967 based on the 2007 census. It has annual population growth rate of 3.99 percent. The province is divided into two congressional districts. It has total registered voters of 317,728.

This study had two groups of respondents. The first group, Sample A. comprised of Ulama politicians, Ulama who are not politicians but have knowledge of Ulama political participation and party leaders, as well as traditional political leaders, such as the elected Provincial board members and members of the city councils. In other words, they brought to this study their "insider's" or "near" perspective. Among the key informants, particularly the professionals could also found those who brought with them their outsider's or distant perspective.

The second group of respondents, labeled Sample B, was composed of citizens representing a cross-section of society. They came from all "walks of life," and cut across social classes, professions/occupations, political party affiliations, educational attainment, income brackets, etc.

To draw the first sample or group of respondents, purposive sampling technique was employed. The respondents forming this group included the following Ulama or religious leaders, including candidates, party men/officers/political supporters (e.g. OMPIA); and sultans and datus representing the traditional leaders, as key informants. These are considered key informants as they are authorities on the fields/domains they represent, and whether insider or outsider, could therefore be created with critical judgment acute observation, and analytic minds.

The second group or respondents, drawn by simple random sampling technique, consisted of fifty (50) ordinary citizens (voters/electors), fifty (50) Ulama who are not non-politicians, and thirty (30) members of the Provincial Board and City Councils. They numbered one hundred thirty (130) in all. In a way, this part of the sample could represent the etic or outsider's perspective. This could apply as well to the Ulama who are not politicians as they represent more ordinary citizens who represent the religious sector but do not have an insider's perspective as far as politics and governance are concerned.

Data needed for the inquiry was collected through the use of a self-constructed questionnaire was employed as the primary data-gathering tool or instrument. The researcher devised three sets of questionnaire: Interview Schedule or Questionnaire A for the Ulama politicians and Ulama who are not politicians, but have knowledge of the Ulama participation in the politics; Interview B for the elected local officials (i.e. Members of the Provincial Board and City councils); and a Questionnaire for the citizens (voters or elector).

The questionnaires were designed to obtain information on the personal circumstances of the respondents, specially, age, gender, educational attainment and occupation, monthly income, political party affiliation, length of service (office/work); and length of political party career. Inquiries were also made on the nature of their participation or involvement in the political processes in Lanao del Sur, election period, campaign period, consultation, rallies and convention. Another section of the questionnaire dealt with questions on the status or level of capability of the Ulama, with the following indicators: competence, structural orientation, and leadership ability. Another set of questionnaires dealt with areas of concern or foci of interest against which the level of success or effectiveness of Ulama participation in local governance was measured: Instituting electoral reform; developing citizens' political consciousness and involvement; strengthening political parties; and eradicating corruption among local government officials. The forms include open-ended questions pertaining to problem and issues, such as those related to decision-making and other relevant data necessary for the study.

The questionnaires combined closed or structured and unstructured or open questions. After collecting the questionnaires and interviews, the responses shall be subjected to analysis, then tabulated and interpreted according to the need of the study. In addition to the questionnaire, interviews were conducted with a smaller number of respondents from each of the two groups of respondents, and the key informants to clarify)in case of vague or incomplete responses), follow up clues that could turn up, thoroughly explore or probe certain problems in depth. For this face-toface interview Guide was used. To determine the demographic profile of the respondents, in terms of such personal or socioeconomic characteristic, especially age, gender, educational attainment, occupation, monthly income, length of service (job or work) and length of political career, the statistical tools used were: frequency distribution, percentages, mean and standard deviations.

RESULTS AND DISCUSSION
Results

1. Majority (56%) of the respondents were aged below 36, and 58.8% were female.
2. In terms of highest educational attainment, majority (62.2% were college graduates.
3. In terms occupation, 42% were government employees, earning less than P25, 000.00 monthly income.
4. Majority offered "no answer" to this Socio-Economic feature. The narrow minority that answered the same, comprising 14.3% of the sample have 20 years of service behind them.
5. Nearly two-third or 79.8% of the sample did not disclose their political party affiliation .An even greater number (96.6%) provided no information on the length of their political career; the two results are in accord.

In sum, the capability status of the Ulama participation in local politics and governance political is satisfactory, as indicated by the descriptive rating half of them. It is even lower for technical competence, as indicated by the descriptive appraisal result few of them. This is the general perception.

The overall rating for the level of success attained by the Ulama participation in local politics and governance as manifest in the four areas of concern (instituting electoral reforms, developing citizens' political consciousness and involvement, strengthening political parties, and eradicating corruption among local officials) is Satisfactory. In other words, the evaluation is not something to be sanguine about, especially when one considers the qualitative data obtained from the key informants. The overall result leans in the direction of dissatisfaction, or even disenchantment.

Issues and problems besetting Ulama participation in local politics and involvement in governance lend themselves to broad classification into the following:

1. Election-related problems and issues
2. Governance-related problems and issues.

The pernicious practice of vote buying, commonly regarded as a surefire means of winning in an election dooms Ulama candidates' chances or hopes of winning because they do not have enough resources to bankroll this kind of campaign, and more important, perhaps, it is anathema to Islamic principles. Few key informants, however, denounced the descent of some Ulama to the level of the so-called"trapos" by resorting to the same practice.

Rampant cheating, which has gained notoriety for politics in Lanao del Sur and Marawi, along with vote buying, make seemingly insupportable odds for the Ulama who, being mere religious leaders without the influence, connections, and the wherewithal, the 3 Gs (gold, guns and goons), could only put everything in the lap of fate. Cheating involves bribing a lot of people, such as Board of Inspectors, local government, men, and local COMELEC officials, to carry out switches, erasures, and massive "dagdag-bawas." The Ulama, moreover , openly condemn the practice as un-Islamic.

Lack the support of a strong machinery-i.e. a well-equipped "war chest" and the Force. Reasons advanced for this by the key informants are poor recruitment (reluctant to take in nonUlama as members in disregard of one of the realities of the game: politics is a "numbers" game).

Governance-related problems and issues

a. Lack of knowledge/ training on the Western democracy and the intricacies of bureaucracy. The education received by most Ulama in universities in the Middle East is Islamic - oriented and hardly a preparation for engagement in a political system operating on the principles of Western democracy with its thicket of processes and procedures. Rules and regulations, etc.

Entry into what seemed like a labyrinth to them was a culture shock to the Ulama.

b. Interference of family, relatives and supporters in official affairs, particularly in matters of appointment and promotion, use of public equipment and disbursement of funds, and implementation of projects. Familism and clannishness in governance tend to breed nepotism, disregard of Civil Service rules and meritocracy, abuse of power, and anomalies.

The Ulama are suspected of sympathizing with, and supporting some separatist groups. This distrust would not earn for them the full support of the national government and other groups that are antipathetic to the separatist movement. The latter would not want to see a strong Ulama-led arty.

LEADER PROBLEM AND ITS CURING STRATEGY IN ORGANIZATIONAL CHANGE MANAGEMENT

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ABSTRACT

This article aimed to describe several leader problems and its curing strategy in organizational change management. This article written based on empirical and theoretical review as foothold in analyzing leader problem and its curing strategy. Review result showed that there are several leader problems, such as unwilling to listen advice from colleagues and subordinate, gap between words and action, practicing favoritism, intimidating other party, Demoralizing other party, failure in creating direction, not developing member, but more focus on other thing, feeling satisfy on own performance, and prioritize own group though having low ability. Its curing strategy are amongst them: open for advice, self-introspection and modify leader problem into curing strategy in organizational change management.

Keywords: leader problem, curing strategy, change management

Every organization leader hopes to be able to run their leadership efficiently and effectively in achieving the defined objectives. Along and in line with the development of the advanced science and technology in this era of change, leaders are also expected to perform strategic change. In fact, the leader of an advanced organization, set the target that can affect competitors by creating dependency in the long term. It should be considered and carried out by the leader of organizational change which are, proactive, adaptive, and responsible to the micro and macro environment. If these aspects can be done well, the ideal organizational change can be best.

Strong organization illustrated by Darwin and adopted by Kasali (2004:1) with the statement "not the strongest will survive, but the most adaptive." Adaptive means adapting ability to the changing environment, responding to the changes in reactive and proactive and also creating a new future. Leader doesn't lead with routine, or repeated actions but with advance steps taken by dreaming "something" in the future. Strong organization basically able to adapt with the environment. The leader should be able to show self-adjustment to its environment. If that can be done well, the organization's existence will be recognized. Conversely, when the led organization make a change to certain aspects, it will be accepted well by the internal and external environment. All of these can be done well by a leader who has the academic qualifications and adequate competence in the field of change management.

The problems that occurred in various organizations lately among other leaders cannot afford to run leadership in the management of organizational change as well. That inability, as the leader has a "problem" of leadership in organizational change management. Some examples include: the leader is not focused on the main goal of organizational change, it operates as an agent of change for the benefit of certain groups when the organizations belonging to the government or the public, concerned as a "puppet" of certain parties, leaders do not have sufficient leadership. Whereas because of the organizational various factors. If the condition of organization with problem leaders is ignored, it could adversely affect the achievements of the goal defined. These problems must be cured so leaders can be a healthy leader and able to run a change leadership in the best possible way.

Based on the description above, this article aims to reveal the diverse leader problems of change and formulate strategies to treat the management of organizational change.

RESULTS AND DISCUSSIONS
Change Management

Some Change Management concept has been defined by some parties. Prosci (2016: 1) states that "change management is the discipline that guides how we prepare, equip and support individuals to successfully adopt change in order to drive organizational success and outcomes." The leader of the change should be steeped in the change management aspects of the concept and was able to practice it in the organization's daily life. Based on a good understanding once practiced, the change leader can do the preparation because such a move could deliver and support individuals to achieve success. These successes are characterized by the ability of individuals to adopt or adapt in driving

organizational success and outputs as well as possible.

A change leadership required to understand and implement leadership in organizational change management scope. Change management scope consists of (1) Change management process, (2) Readiness assessments, (3) Communication and communication planning, (4) Coaching and manager training for change management, (5) Training and employee training development, (6) Sponsor activities and sponsor roadmaps, (7) Resistance management, (8) Data collection, analysis and corrective action feedback, and (9) Celebrating and recognizing success (Prosci, 2004). All of the coverage is based on five years of research in 400 organizations.

Such coverage should be understood well by the leader of organizational change. Starting from the beginning of the process of change management processes to the reinforcement on the success achieved. A good understanding of the work on the field should also be continued with a good implementation. Both should be prepared and implemented synergistically. A leader in showing leadership also needs to have a powerful ability that could influence members to do what they want. Some of the leaderships that are worthy leaders of change are presented in the next section.

Change Leadership

Change leadership refers to the activity of leader to influence subordinates or members of the organization to behave as expected in achieving organizational change. There are various types of change leadership, among others: transactional, charismatic and transformational (Edwards, 2009) All of them can be used when the leader does organizational change.

Transactional leadership refers to the leader to explain the behavior of the subordinate role to be played and various necessary requirements, organizational structure, setting up appropriate award, try to consider what is needed, and converging social needs members of the organization.

Charismatic leader characterized by the leadership that can inspire and motivate the people around him to better perform as usual or normal, prioritize the interests of the organization, tend to ignore things that are unpredictable than transactional leader, be the creative atmosphere of the change, allowing obsessed ideologue convincing visionary idea, being a stimulant, and encourage others (subordinates) and others to work hard in order to aim the expected changes.

A transformational leader is shown with a leadership that has a special ability to bring innovation and change, to inspire followers to believe in the personality of leaders and potential, as well as enabling leading change in organizations. This leader is expected to be able to demonstrate leadership and applied as illustrated in the management of organizational change.

Various leaders and leadership characteristics are greatly needed when organizations are urged to make the change. A leader may portray change leadership transactional, charismatic, or transformational. The situation and conditions of the organization should be considered a leader in implementing change leadership. The success of the leader is shown with precision in behaving in leadership so that all members of the organization can support the achievement of the organizational change.

Some forms of power related to the position of leader of change can be classified into two. Forms according to the Mind Tools (2016) consists of forms of position of power and forms of personal position. Forms of position of power include: (1) legitimate power (power coming from a formal management position, (2) reward power (stems from the authority to bestow rewards on other people, (3) coercive power (the authority to Punish or recommend punishment). Forms of the personal position include (1) expert of personal power (leader`s special skill or knowledge regarding the tasks performed by followers, (2) referent power (personality characteristic that command subordinates` identification, respect, and Admiration to so they wish to Emulate the leader).

The forms of leadership positions such changes need to be understood and mastered well. Change leaders can use when making organizational changes. The accuracy of a leader in the use of these forms of power can be optimized to make changes. So instead, inaccuracies tapped position in both formal and personal authority in the management of organizational change can result in counter-productive in achieving its objectives.

Change Leader Problems

Each leader / change agent who runs change leadership to expect what has become the main agenda can succeed as well as possible, but in practice, it is not like that. Supposing, everyone hopes to be healthy, but the fact that there are any people has also been a particular problem. As well as a change leader, he wants all members under the control itself can be directed to achieve specific goals, but it will not happen if he has several problems.

There are several leaders 'problem' in leadership that can threaten organizational changes that have been decided. Problems that attacked the

leader in in this context include: leaders do not want to listen to feedback from colleagues and subordinates (including criticisms and suggestions), does not practice what it says (there is a gap between words and deeds), practicing favoritism, intimidating other party, Demoralizing other party, failure in creating direction, not developing member, but more focus on other thing, feeling satisfy on own performance, and prioritize own group though having low ability.

Stockphoto (2016) shows 10 of the most common leadership and management errors, and highlighting what you can do to avoid them. Tenth of these include: (1) not providing feedback, (2) not making time for your team, (3) being too "hands-off", (4) being too friendly, (5) failing to define goals, (6) misunderstanding motivation, (7) hurrying recruitment, (8) not "walking the walk", (9) not delegating, and (10). misunderstanding your role.

Problems or errors that occurred in the leadership of the management of organizational change which is often the case, such as identity lost in a leader. He seemed to run only a symbolic role that is being played by an outside force (outsiders). If this is allowed, organizational change will not be in line with expectations. Failure becomes a threat to the leader in bringing organizational change. Based on such conditions, a strategy is needed to treat the problem of change leadership.

Strategy to Treat Problem of Leadership Organizational Change Management

Ideally, these problems should not be owned by the leader of change because in practice it would be a very disturbing journey of change itself. When in the course of the problem arise leading change, curative measures should be taken by the parties concerned to begin with subtle ways to the concerned aware and cure. People who are affected (main sponsor) may intervene to resuscitate him (the change leader) to return to the "straight" path in bringing changes in the organization in the long term.

If special treatment on each of these problems is done, it only needs to restore the existing problem. If the problem leadership arising does not provide feedback, the cure is that the leader must prepare or provide feedback on all existing management processes so it can be used as a reference for improvement. Similarly, the second problem to the tenth, a strategy of treatment through the creation of a special time to meet with the team to discuss things that are strategic in bringing change,

should be concerned about the scope of duty, act fairly and objectively, focusing on the achievement of defined objectives, act as a great motivator precisely, do for recruitment as required by academic qualifications and competencies as required, must act in a sustainable manner, to delegate the person or party who commissioned, and often read and understand the roles of major need played in bringing the changes you expected. not delegating, and

Leaders of organizational change need to prepare themselves through a variety of learning experiences that are relevant. It is indispensable as a provision when he must lead the change with nearly equal change characteristic. Some intended lessons for leaders of change, among others: (1) change in mindset, which refers to changes in the frame of mind to problem solving machine, ready to face a surprise, and started with a passion / spirit of good (high); (2) provide a competitive boost and learning in the long term; and (3) has a skill (imagination, professionalism, and openness to collaborate) in leading change (Senge, et al, 1999).

Some special note must be borne in instructional change leadership include: (1) be able to realize the "dream of change" becomes a reality; (2) able to balance between disciplines in thinking and open in the face of various shocks change; (3) have a clear vision (visionary) and high integrity; (4) able to condition the competitive culture and learning in the long term; and (5) have a number of skills that are necessary to bring the desired changes.

Referring model of learning and future success of the change leader Kotter (1996) can be explained that the success of a leader can change terms of five variables. First, the personal history variable refers to the ability of what he known/owned since birth, experiences in childhood, and the education and work experience he gained. The life history obtained from internal and external factors resulting in the formation of leadership one's self in the face of change is considered as a determinant of future success. The personal history can also be used as the foundation for achieving the ability and skill to lead the change.

Second, competitive drive refers to the standard-setting itself to achieve the level of competition with others so that it can be used as reference for action in accordance with the wishes. Leaders who have a very high competitive urge is possible to succeed in bringing change, preferably those with a competitive boost a low potential to fail in bringing change. Competitive boost may come from intrinsic factors (a boost from the inside) and extrinsic impulse (push from outside) has become one of determinants of success or failure of a leader in bringing the organizational change.

Thirdly, lifelong learning refers to the ability of leaders to be willing and able to undertake lifelong learning. The learning through change leadership are expected and motivated to seek and find the desire for new challenges, in addition it can also be used as honesty reflection on successes and failures of themselves. On the basis of such conditioning, leaders of change will continue to enrich the scientific areas relevant optimally in the long term.

Fourth, abilities and skills refer to relevant knowledge and leadership skills to bring the change. Both of these aspects comes from personal history and developed through education experience. For example, the ability to understand the changes, process changes, management resistances. Intended skills, among others, the ability to use a set of instruments to implement change management, ranging from the preparation, implementation, and evaluation. If someone has a good personal history, it can be presumed that he also has good ability and skills. All of them can be the foundation for building a competitive capacity

Fifth, competitive capacity refers to a number of changes when the leader's ability to be the face of the competitive economic environment that moves very fast. The organizational environment (especially the economic environment) is filled with a variety of competition with fast movement. This is supported by the development of science and technology that able to penetrate all the layers of organizational life. Organization that is ready for this, will be easier to figure out the various advantages to be used as a "weapon" in building the excellence in the long run.

Strategies to overcome the problem changes need to be equipped with some of the principles of organizational change management leadership. Jones, Aguirre, and Calderone (2016) demonstrated these principles, namely (1) address the "human side" systematically, (2) start at the top, (3) involve; every layer, (4) make the formal case, (5) create ownership, (6) communicating the message, (7) assess the cultural landscape, (8) explicitly address culture, (9) prepare for the unexpected, and (10) speak to the individual. All of these principles should be well understood and used as a reference when implementing change leadership. If this principle is used as a guide, many problems can be prevented, then change leadership and organizational change can be carried out with the best way. Organization into existence exist, able to adapt to environmental changes is so powerful, and able to achieve its intended purpose.

CONCLUSION AND RECOMMENDATION
Conclusion

Change leadership is the behavior of a leader in bringing organizational change effectively and efficiently. However, there is a leader's "problem" in carrying out the leadership in organizational change management. These problems should be treated by reversing the situation and the conditions in practicing change leadership. The principle that must be held by the leader in implementing the change leadership include: address the "human side" systematically, start from the top, involve; every layer, make the formal case, create ownership, communicating the message, assess the cultural landscape, address culture explicitly, prepare for the unexpected, and speak to the individual.

Recommendation

Every leader of change are expected to have in-depth knowledge about the problem in the management of organizational change. Based on such authorization, the leader should be able to anticipate and perform preventive actions to avoid the various problems in implementing organizational change management leadership with maximum results in the future.

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FACTORS AFFECTING THE TEACHING OF PUBLIC HIGH SCHOOL MATHEMATICS TEACHERS IN THE PROVINCES OF LANAO DEL SUR AND MAGUINDANAO

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ABSTRACT

This study was conducted to provide a comprehensive description of the factors affecting the teaching of Public High School Mathematics Teachers in the ARMM, most particularly in the provinces of Lanao del Sur and Maguindanao, including Marawi City. It examined whether or not the identified factors affecting the performance of mathematics teachers established during the preliminary survey conducted in October 2011 at two (2) public high schools with sizable student population in Marawi City also hold true in the public high schools of the two provinces including Marawi City. The identified factors became the baseline information of this study. These factors are: students-related factors, teachers-related factors, administrators-related factors, school support facilities, school curriculum, parent and community attitudes, and socio-cultural setting. This study employed both quantitative and qualitative research methods. Simple and stratified random sampling techniques were used for the respondent size of six hundred and twelve (612) students, thirty-two (32) teachers, and twenty-three (23) administrators. The instruments used for data gathering were: survey questionnaires, interviews, classroom observation and teachers" beliefs, students" final grades in their third year level and second grading period grades in their fourth year level and observation guide to obtain a picture of the physical environment of each school. Survey questionnaires were administered to the three groups of respondents (administrators, teachers and students) while observation was made of the teachers and students inside the classrooms. Questionnaires on their beliefs were administered to the teachers. Data gathered through the questionnaires were enriched, reinforced, or pursued and triangulated by interviews. The findings of the study are: (1) Although all the mathematics teachers finished undergraduate degrees, very few of them are mathematics majors; (2) more often than not teaching strategies or techniques used by the teachers were not updated or abreast with the new trends of teaching practices; (3) school administrators" support for the professional growth of mathematics teachers and school facilities was very inadequate due to lack of funds; (4) the school curriculum did not directly respond to the needs of the learners; (5) the students" and teachers" attitudes on learning and teaching did not directly lead to better and productive learning and teaching outcomes; (6) the parents" and community attitudes are not geared to better learning of the students; and (7) the socio-cultural setting had an effect on students" and teachers" learning and teaching performance. In view of the aforementioned findings, the following recommen- dations are put forth for consideration: the mathematics teachers should be encouraged to pursue further study in the field of mathematics and attend seminars and trainings or workshops for more effective teaching; the school administrators" should carry out periodic assessment of the school curriculum and facilities, teachers" development program and the parents- teachers association (PTA) should more actively help facilitate and contribute to smooth school operation. It is also strongly recommended that a more comprehensive study on the effect of mathematical content knowledge on the teaching--learning process in the ARMM be conducted.

Keywords: teaching mathematics, students' performance

In the educational realm, the study of teachers and their teaching careers has been "dynamic and impassioned" for a long time. Since dynamism connotes advancement it is assumed that through time, teaching should have been "improving," that is, in terms of quality of results. However, one serious problem faced by many educators and policymakers in Mindanao, particularly in the ARMM, has been the question whether teaching in this part of the country has been improving or deteriorating; if the latter, are teachers blameworthy. There is the further question whether the teachers" own views on this matter have been considered and whether or not learning is solely dependent on teachers, or also influenced by other factors. The possibility that "other factors" may play significant roles cannot discounted. It is,

however, deemed more profitable to look deeply into the teachers" characteristics since their beliefs, practices, and attitudes are essential to the understanding and improvement of the educational processes. They are the ones most closely related to the strategies for dealing with the challenges in their daily professional life. They affect students" learning environment and influence student motivation and achievement. Moreover, several other factors significantly affect their teaching performance.

Mathematics teaching is not just about teaching numbers. To become a math teacher, one must have a sufficient understanding of mathematics, as well as a keen interest in teaching young people. By teaching math at the middle and high school levels, one helps students understand mathematical structures, conjecture and verify

solutions, think hypothetically, and comprehend cause and effect. With the challenging roles or functions expected of mathematics teachers, it is no wonder that very few embark on getting professional training in this field. This fact results in scarcity of qualified and competent mathematics teachers. The ARMM Basic Education Plan discusses teacher shortage as a chronic problem. Accordingly, the 2007 BEIS revealed that there are only 1.2 teachers per 50 pupils or 41.7 pupils per teacher in ARMM in contrast to 1.7 teachers per 50 pupils or 29.4 pupils per teacher for the rest of the country. Numbers of Local Government Unit (LGU)-supported supplemental teachers are limited. This teacher shortage has resulted in an increasing number of multi-grade classes and incomplete schools. Forty- three percent of elementary students in ARMM are enrolled in multi-grades or incomplete schools. Poor teacher competencies in core subject areas of Science, Mathematics and English are a feature of ARMM"s teaching cohort.

It has been reported that out dated teaching practices and lack of basic content knowledge have resulted in poor teaching standards. The poor standards have also been exacerbated by a large number of under-qualified or unqualified teachers who teach in overcrowded and poorly equipped classrooms. The conspiracy of all these factors has in turn produced a new generation of teachers who further perpetuate the cycle of mediocrity (DOE, 2001a, South African Journal of Education Copyright © 2006 EASA Vol. 26 (2) 253–266).

Results of the National Achievement Test (NAT) have not been very encouraging. As stated in the ARMM Basic Education Development Plan, "This limited pedagogic and learning approach, as well as low teacher competence in core subject areas, affect student performance, as reflected in the National Achievement Test (NAT) and the Region-wide Assessment in Mathematics, Science and English (RAMSE). In the 2006-2007 NAT, ARMM was still one of the poorest performing regions."

The same is true with MSU-SASE results. Data from a study conducted by the former MSU Asst. Vice Chancellor for Academic Affairs Dr. Benaning Omacaan revealed highly significant difference in the SASE mean scores for the years 2004, 2005, 2006, 2007, and 2008 of MSU high schools and public high schools in Lanao del Sur in favor of the MSU high schools. This means that SASE takers from the MSU high schools performed better than takers from the public high schools.

Moreover, the number of admission in MSU high schools and public high schools in Lanao del Sur to the MSU Main Campus at Marawi City showed that in S.Y. 2007-2008 only 16.94% out of 1,169 total of enrollees came from public high schools and 83.06% of them came from MSU high schools. In S.Y. 2008-2009, only 24.02% out of 716 total of enrollees were from public high schools and 75.98% of them were from MSU high schools and, finally, in S.Y. 2009-2010 only 2.65% out of 2,906 total enrollees were graduates of public high schools and 97.35% of them were graduates from MSU high schools. This low admission rate of students from public high schools can be attributed to poor foundation that could be attributed to several factors, one of which most probably is related to teaching practices issues.

More data on SASE results were generated from the Electronic Data Processing (EDP) Department of the MSU Main Campus in Marawi through the assistance of its head, Prof. Ronald Silvosa, upon instruction from the Vice President for Academic Affairs and SASE Chairperson Dr. Alma E. Berowa. The result revealed that the weighted average scores in mathematics of the respondent schools A, B, C, D, E, F, G, and H are 8.023 in the SASE 2010 and 10.017 in the SASE 2011.

Furthermore, the weighted average scores of the public high schools in Lanao del Sur are 8.913 in SASE 2010 and 11.812 in SASE 2011. The weighted average scores of the public high schools in the Province of Maguindanao are 8.050 in SASE 2010 and 11.941 in SASE 2011.

Both results show that the students from the two provinces performed poorly in the MSUSASE. The poor performances of these public high schools can be attributed to a number of factors, one of which being poor preparation, which can be also be most possibly traced back to mediocre teaching practices.

The abovementioned issues point up the need to investigate the ability of public secondary high school teachers in the Provinces of Lanao del Sur and Maguindanao to perform their duties and functions to the fullest. One particular area of inquiry is whether or not there are factors that affect Mathematics teaching practices. To examine these issues, the researcher decided to study the factors that affect the teaching practices of teachers, more particularly, the Mathematics teachers in the public secondary schools in the provinces of Lanao del Sur and Maguindanao, including Marawi City, all located in the ARMM.

Among the compelling reasons for conducting this study is the usual claim that the most overlooked area in the country is the ARMM. Traditional politicians have been said to have directly and indirectly interfered in the educational

bureaucracy, resulting in inadequate facilities, mediocre management of schools, faulty recruitment process, and inadequate training of teachers, among a myriad of problems. As a native of this place, the researcher considered it his responsibility to explore possibilities of helping alleviate the plight of the Bangsa Moro particularly in the field of mathematics education. As an initial step, he sought to find out what brought about the problems in the teaching of Mathematics in this region.

Finally, looking into this problem would benefit not just the top management of the Department of Education but most importantly, it would profit students, teachers, parents, and the community. Teachers and administrators would be given opportunities for reassessing teaching practices and school capacity. Students would be afforded better opportunities to learn and hopefully pursue college and earn

degrees. When they get jobs, they would become more useful citizens of the country and help alleviate poverty in their respective communities.

Conceptual Framework

In order to determine the factors affecting the teaching of mathematics, a theoretical basis must be established. This section provides a statement of the theory that was used to guide the design of the study and, subsequently, shaped the decisions about what data to collect and how to analyze them. At the heart of this theoretical framework was the graphic depiction. The schematic diagram of the Conceptual Framework is shown in Figure 1. This figure provides a summary of the main factors that appear to influence student achievement in mathematics. These factors were identified from the literature review.
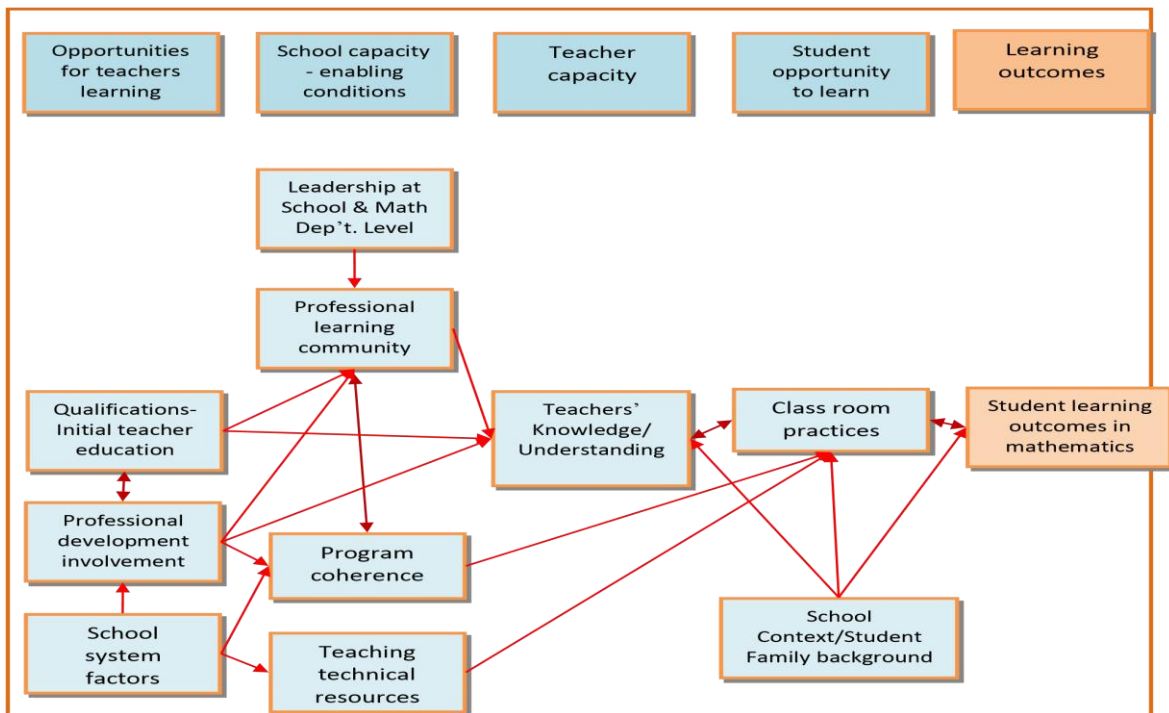
Figure 1. Potential Factors Affecting Mathematics Teaching

Figure 1 outlines the web or network of relationships theorized to exist between and among factors associated with effective mathematics teaching. There are five broad groupings of factors, shown by the boxes of „reversed" text across the top of the figure. Four (colored blue) of these broad groupings comprise the independent variable, and the fifth – Learning Outcomes (colored peach) represents the dependent variable. Below these dark boxes the theory is illustrated in more detail using „unreversed" boxes.

In Figure 1, those elements to the left are theorized to exist causally prior to those elements illustrated to the right. For example, learning outcomes are seen as developing from the students" opportunity to learn. Many of the boxes in Figure 1 are connected by arrows.

The arrows indicate that the variable, from which an arrow comes, causes a change in the variable at which the arrow points. Double-headed arrows indicate a reciprocal effect, which is theorized to exist between the two variables. In reality, the relations between these variables are much more complex than can be illustrated here. This model thus represents a compromise between the complexity of the real world and a parsimonious account that captures the main features of that world.

Overall, the theory advances the view that the quality of classroom practices and activities are of central importance in determining student opportunity to learn and, as a consequence, student learning outcomes. The quality of this opportunity to learn is, in turn, shaped primarily by teacher capacity. A range of factors shape teacher capacity. Among these are teachers" own opportunities for learning about the content they teach and how to help students learn that content. Indicators of these opportunities are the nature and depth of knowledge that mathematics teachers acquire both in their initial university training and through continuing professional development activity.

School system level policies and practices also indirectly shape the quality of mathematics teaching at the school level. They are important. For example, long term studies (e.g. Dolton, Chevalier and McIntosh, 2001) point to three main factors affecting the capacity of the teaching profession to recruit and retain high quality mathematics graduates: (a) relative or competitive starting salaries; (b) workplace conditions; and (c) long term career prospects in teaching.

This study aimed to assess the factors affecting the teaching of public high school Mathematics teachers in the two provinces of Lanao del Sur and Maguindanao, including Marawi City.

More specifically, this study sought to find out the answers to the following questions: (1) What are the characteristics of the public high school mathematics teachers in the two provinces of Lanao del Sur and Maguindanao with regard to: a) educational qualification; b) length of service; and c) in-service training seminars/workshops attended. (2) What teaching strategies are used by mathematics teachers in the public high schools of the Provinces of Lanao del Sur and Maguindanao? (3) What is the extent of the implementation of the public high school curriculum in Lanao del Sur and Maguindanao? (4) What similarities or differences exist among the facilities of public high schools in Lanao del Sur and Maguindanao? (5) Among the public high schools of Lanao del Sur and Maguindanao, what support do teachers get from: a) school administrators and b) PTCA/community? (6) What is the attitude of students, teachers and administrators of public high schools in Lanao del Sur and Maguindanao towards mathematics learning? (7) Is there a significant relationship between the following variables: a) teacher attitudes and student attitudes; b) student attitudes and school facilities and; c) student attitudes and teacher length of services in Lanao del Sur and Maguindanao? (8) What effect do the following have on students achievement: a) mathematics teachers knowledge/understanding, and b) mathematics teachers beliefs? (9) What effect do the following socio-cultural settings have on the teaching of mathematics teachers: a) peace and order; b)early arranged marriages; c) rido (family feuds); and d) awidan (social obligations)?

METHOD

This part provides the detailed description of the research design, method of data collection, development of the research instruments, sampling design and statistical treatment. Moreover, discussion on the procedural flow of the research as well as the demographic profiles of the respondents with interpretation and implications are presented.

This study used both the quantitative and qualitative research methods. More specifically, it utilized the descriptive-correlational research design as it investigated the different variables involved in this study. The variables, which were considered as the factors affecting the teaching of mathematics teachers, are analyzed, compared and eventually classified and ranked. These factors included the following: teachers" attitude, personal profile, educational background, teaching experience and strategies; the administrators" management support and supervision; school facilities and physical environment; the students" attitudes; the parents and community constituents"

attitudes, and the socio-cultural setting. This study used triangulation of data to validate the results of one instrument with the other two instruments.

This procedure means that in order to generate the data for this purpose, three sources of data were used for this investigation, namely: surveys, interviews and classroom observations.

The basic concepts and criteria asked and collected were reflected in the three instruments. The survey questionnaires and interviews were applied to the fourth year high school students, mathematics teachers and the school administrators as research respondent in each respondent schools. The classroom observation for mathematics teachers was done with schools A, B and G (Please see attached table of letter symbols for schools). Data from the three instruments were then documented and integrated.

Several stages were followed in the conduct of this study, as shown in the attached schematic diagram.

The first stage was the preliminary site visit for actual observation and benchmarking of the schools identified by the researcher with regard to school environment and school facilities and also to establish rapport prior to the interview. The second stage was the development of the three instruments, which included the validation of the survey questionnaires by an expert and then followed by pilot testing. The third stage was the conduct of survey questionnaires with the respondents. The fourth stage was the conduct of interviews with the students, mathematics teachers and administrators. It also included the classroom observation of the mathematics teachers. The final stage was the analysis and interpretations of the collected data.

For reliable and valid study data, the researcher performed a preliminary survey among mathematics teachers in two government high schools with a large enough student population to find out the factors affecting the teaching of mathematics teachers. In this preliminary survey, the following factors were established: students-related factors, teachers-related factors, administrators-related factors, school support facilities, school curriculum and parents and community attitudes, and socio-cultural setting. The resulting factors were used as basis to find out if such factors hold true also in the public high schools of the two provinces of Lanao del Sur and Maguindanao.
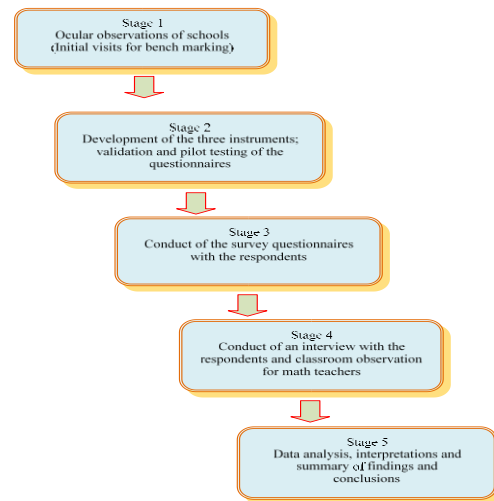
Figure 2. *Stages of the study*

The settings of the research were the two provinces of Lanao del Sur and Maguindanao, including Marawi City, all belonging to the Autonomous Region of Muslim Mindanao (ARMM).

The Autonomous Region of Muslim Mindanao (ARMM) was created in August 1, 1989 by virtue of Republic Act No. 6734 (ORGANIC Law) as contained in the 1987 Constitution. The ARMM included the four (4) provinces of Lanao del Sur, Maguindanao, Sulu and Tawi-Tawi. However, it was actually implemented and inaugurated on November 6, 1990 under the presidency of Corazon Aquino in Cotabato City, the seat of the Regional Government. A plebiscite on the Expanded ARMM Law in the 14 provinces and cities of Mindanao and Palawan was conducted on 14 August 2001 to ask the constituents whether or not they wanted to be included in the ARMM. The results showed that only Basilan province (excluding Isabela City) and Marawi City voted YES to join the ARMM.

Lanao del Sur has now thirty-nine municipalities with Marawi as its capital city. The Spanish, the Americans, and the Japanese colonizers tried to colonize the Meranaws but all the three failed. During the outbreak of the Moro Revolution, the city was the stronghold of the Moro National Liberation Front, which it seized and briefly held in 1972 one month after the declaration of Martial Law on September 21, 1972. With the creation of an Autonomous Region of Muslim Mindanao, the MNLF finally signed a Peace Accord I 1992 under President Fidel V. Ramos, bringing temporary Peace in Mindanao.

Lanao del Sur has four (4) DepEd Divisions: Lanao del Sur I-A, Lanao del Sur I-B, Lanao del Sur II-A and Lanao del Sur II-B, with one hundred twenty-four (124) public high schools and a total of

eighty-seven thousands and four hundreds forty five (87,445) high school students.

Marawi City, formerly Dansalan City, is the capital city of the Province of Lanao del

Sur. There are five (5) Division Offices of the Department of Education in this province and the City of Marawi. It has more than twenty (20) tertiary schools including the Mindanao State University.

It has one (1) Division called Marawi City Division with seven (7) public high schools and a total of five thousands and four hundred ninety-six high school students (5,496).

The Province of Maguindanao retains the name of the state firmly established by Sultan Kudarat, one of the greatest Moro heroes. It has a population of 801,100 based on the 2000 census. The City of Cotabato, a chartered city, hosts the Regional Governments of Region XII and the Autonomous Region of Muslim Mindanao. The provincial capital of Maguindano is Shariff Aguak. In 1989, the province opted to be part of the Autonomous Region of Muslim Mindanao.

Maguindanao has two (2) School Divisions, namely, Maguindanao I and Maguindanao II with sixty-five (65) public high schools and a total of twenty-one and three hundreds fifty-four (21,354) high school students.

The provinces of Lanao del Sur and Maguindanao, including Marawi City, has a total of one hundred ninety-six (196) public high schools with a total of one hundred fourteen thousand and two hundred ninety-five (114,295) student population (based on ARMM file on School Year 2004- 2005 and 2011- 2012). The respondents of this study were the public high school mathematics teachers, fourth year high school students and the administrators of the respondents" schools in the two provinces, including Marawi City.

The Meranaws

The respondents from Lanao del Sur were mostly Meranaos. „Meranaws" refers to the dwellers in the areas surrounding the Lake Lanao. This group of people is known for their unique culture and tradition. Among the unique features found in the Meranaw culture are maratabat, ridu, and awidan.

In her research, Maratabat and the Meranao, Dr. Nainobai Disomangcop (2007) wrote:

> "Maratabat is to be equated with „hiya" or shame, honor and dignity, rank, self-esteem or „amorpropio," reputation and „face." But maratabat is more than any of these. There is no single word or phrase that can clearly define maratabat, for the Maranaos have surrounded it with many socio-psychological concepts of their own. It is directly proportional to a person"s social rank. One social scientist views it as a deep sense of personal honor and face. The substance of maratabat lies in the symbols, shared beliefs, images in the collective reputation, and in public morality of the Maranaos. When positively directed, it gives them unity, strength, and identity; it serves as a driving force in Maranao everyday life, be it social, political, or economic."

The Meranao awidan, like maratabat, has no exact equivalent in the English language. However, in its context, it refers to how the Meranaos help each other and take care of each other in sickness and in health, in prosperity and poverty and in every aspect of their lives. Awidan can take the form of financial assistance, words of wisdom, or labor.

Another distinct feature found in the Meranao culture is ridu. This refers to family or clan feudal war. Ridu is not limited to conflict between clans at all. Very often it is a conflict within the same one extended family (Bagayaua, 2004). But one way or the other, the pattern of the conflict is always the same. It starts with an act (most of the time done by an individual) that is seen as an offence by somebody else. The interpretation about the gravity of the offence by the offended is the deciding factor for the next step. If it is seen as severe and the response is to kill the offender, it is most likely that this will set off a series of mutual killings. At this point the conflict turns into a ridu. Hence ridu is an act of retaliation or blood vengeance of members of one group against an opposing other.

Potential targets or victims can be any adult male member of the family while the "degree of kinship is irrelevant" (Fischeder) as cited on Schmelcher, S. (2007) research. If a series of killings has started, the next victim should be higher in position and social status than the last one (Vitug). Children and women are exempted in theory. Someone who kills a woman on purpose is perceived as a coward (Bagayaua, 2004).

The Maguindanaons

The Maguindanao, a hardy clan, are inland-dwelling Muslims who cultivate rice as their basic food crop and survive on fishing and weaving fine mats and baskets. For centuries, they lived in relative peace with other tribal groups that inhabited the highlands of Cotabato; these grounds were used as a place of refuge and as a source of slavery. Attempts by the Maguindanao to subdue the mountain tribes of Cotabato did not succeed, but later on trading flourished between the different groups.

As far back as the Spanish occupation, various Muslim groups of the Maguindanao tribes were already settled in regions that developed later into important towns such as Samal in Davao del Sur, Tagum in Davao del Norte and Mayo, which is

now Davao City. At present the Maguindanaons live along the coastal area of Southern Mindanao, as well as in the Cotabato Basin adjacent to the upper Allah Valley.

The Iranons or Iranuns

The Iranun was one of the oldest existing nations in the world from the ancient times with definite integral territory where sovereign power and authority was exercised by a legitimate ruler. The Iranun as a nation inhabited mainly the Crab Gulf (Moro Gulf). Its villages were established and concentrated in the Iranun Bay (Illana Bay). The origin was attributed to the people of the Uranen Kingdom of the primitive past inhabited in Tbok (Malabang).

The Iranun was the first people who entered into a marriage affinity with Shariff Aulia and Shariff Kabunsuan - Bai sa Pandan (Princess Pagunguwan, daughter of Rajah Urangguwan) and Bai Angintabu, respectively, from whom Sultan Kudarat directly got his line of descent. The Iranun was a nation bred between the Karibang-Karingke Line of descent and last wave of Malay migrants. From this marriage affinity sprang the Iranun nation whose first leader was Rajah Urangguwan. The name of their place (state) was Uranen. During the advent of the Shariffs, union took place in the kingdom through uninterrupted inter-marriages among the royals.

In view of the prevailing volatile peace and order condition in the two provinces of Lanao del Sur and Maguindanao, including Marawi City, as mentioned in the scope and limitation of this study, and taking cognizance of ethical concerns, specifically confidentiality of data and anonymity of respondents (Creswell, 1984), the researcher observed the following sampling procedure:

a. The eight (8) respondents" schools as school sample of this study were referred to as A, B, C, D, E, F, G and H to shield their identity and respect the sensitivity of respondents" culture; these were selected through stratified and simple random sampling. Stratification of sample was necessary to ensure representativeness from each division in the two provinces, including Marawi City. Then simple random sampling was done by way of drawn lots, but any school drawn under disturbed areas was replaced using the same simple random method.

b. Fourth year high school students were selected as respondents of this study considering their seniority in their respective school and their relatively under range of knowledge that enables them to answer the instruments of this research. The number of fourth year high school students as sample size in each respondent's school was determined through Sloven"s formula (as indicated in Table 1 below), and the selection from among them was done through simple random sampling.

c. The administrators" sample size of this study was purposively selected based on their availability and willingness. As shown in the administrators" demographic profile, there were seven (7) and one (1) respondents" schools whose administrators" samples were three (3) and two (2), respectively.

d. All the high school mathematics teachers (from first to fourth year level) constituted the sample of this research study. As shown in their demographic profile, there were five (5) respondent schools whose teachers" sample were four (4), one (1) with seven (7) teachers, one (1) with one (1) teacher, and one (1) with three teachers.

Since this study was both quantitative and qualitative in nature, the main data-gathering devices used by the researcher are: (a) questionnaires; (b) classroom observation; (c) interviews; (d) teachers" beliefs; (e) students final grades in their third year and second grading grades in their fourth year level; and (f) an observation guide form to capture the physical environment of the respondents" schools. These instruments contained the following;

This instrument had two parts. Part I dealt with the demographic profile of the respondents that included age, gender, civil status, religion, tribe and educational attainment. Part II was a survey on students" attitude, teachers" attitude, teachers" leadership skills, school facilities, management support and supervision, school curriculum, parent and community attitude and the socio-cultural factors. The questionnaire with the students as respondents (see appendix A.1) had thirty-four (34) items because the issues on management support and supervision, school curriculum and parent and community attitude were not included as they were deemed incompetent to answer questions under the above. However, for the teachers (see Appendix A.2) and administrators (see Appendix A. 3) as respondents, the questionnaire had fifty (50) and forty-seven (47) items, respectfully.

Moreover, the questionnaire content was validated by a mathematics education expert. There were few simplified words made by him from both the respondents" demographic profile (Part I) and the questionnaires (Part II). The said content was then finally revised and pilot-tested at Racman-Pimping Maniri Dumarpa (RPMD) National High

Schools, Marawi City, a non respondent school, to ensure the clarity of its content and its instruction.

The interview guide used in this study was the semi-structured interview. The questions made for this interview were basically based on the survey questionnaire to follow up and verify the data collected from the respondents. Follow up questions were also asked to gain more complete answers from the respondents. Interviews were then properly documented using a video camera to ensure the reliability of the information gathered.

The classroom observation checklist (see Appendix B) was designed to capture the teaching abilities of mathematics teacher. This observation checklist consisted of four (4) parts: the class structure with four (4) items, the methods with five (5) items, teacher-student interaction with three (3) items, and the content with five (5) items.

The class structure deals with the teachers" ability to start the classroom discussion as prelude or "warm-up" to invite students" interest in the lesson. The methods refer to teachers" strategies to ignite and sustain the students" interest to learn effectively, while the teacherstudents interaction refers to teachers" ability to maintain students" active participation in the classroom discussion. Finally, the content focuses on the teachers" content knowledge on the subject to achieve an effective learning outcome from the learner. This observation checklist was adapted from http://www.austincc. edu/hr/eval/ procedures/ClassObserv Check.pdf.

The teachers" belief questionnaire (see Appendix C) was designed to elicit the teachers" beliefs about mathematics, its teaching and learning process. These teachers" beliefs consisted of two (2) parts: teachers" beliefs about problem-based practices with seven (7) items and teachers" beliefs in contextualizing the content with six (6) items. This instrument was adapted from http://www.ajol.info/index.php/ejesc/article/vie wFile/65382/ 53075.

The students" card refers to their final grades in their third year and second grading grades in their fourth year level (mathematics only). The students" final grades in their third year were chosen as among the bases for their achievement as it represented their total achievement in mathematics from their first year to the third year level. Moreover, their second grading grades were also considered among the bases for their achievement as these represented their current academic standing in mathematics.

An observation guide was used to capture the physical facilities and or environment of the respondents" schools.

The researcher identified a home base in each school district, a place that was strategically located between the remote municipalities within the two provinces, which served as the base for him to work out the data collections and conduct other research instruments needed in this study. Prior to the conduct of this research study, experts from Mindanao State University were consulted on the „do-ability" and significance of the research. Then, preliminary visits and consultation with some Division Superintendents, School Principals and Teachers of the eight (8) identified respondents" schools, were also made to establish good rapport. Letter requests seeking permission for the conduct of the research study in the respondents" school were then given to the Division Superintendents down to the school Principals by the researcher. These permissions were readily granted (see Appendices E.1 – E.7 and F.1 – F.8 respectively). Moreover, separate letter requests were also given to the three (3) sectors of respondents, namely; the students, teachers and administrators (see Appendices A.1–A.3).

The data gathering activities were done on November 14 to December 15, 2011. All the information and data gathered were properly documented. Video-camera recording and journals of written descriptions were utilized by the researcher to ensure back up file and information which were deemed necessary in the final categorization and in-depth analysis of each respondent"s responses in the instruments.

To ensure the reliability of the outcome of the research data, the researcher separately organized and documented data based on what were to be measured quantitatively and qualitatively. As to its qualitative aspect, the data were thematically consolidated and continually reviewed and coded as the collection of data and data analysis were a simultaneous process in qualitative research, Creswell (1994).

For the data to be quantitatively measured, the SPSS 17 program was used. All the data collected from the questionnaire, classroom observation and teachers" beliefs were encoded and pseudonyms of respondents" schools were used for confidentiality as mentioned in the respondents and sampling procedure of this study. The following statistical tools were then clicked from this SPSS 17 program and analysis and interpretation of the results followed.

The Arithmetic Mean and Percentage were used to describe the demographic profile of the respondents, such as their age, gender, civil status, tribe, religion, educational qualifications and length of teaching practices or experiences. These were

also used for finding the mean average of the respondents" responses on the questionnaire, teachers" beliefs and classroom observation.

The Pearson Product-Moment Correlation Coefficient (Cr) was used to determine the significant associations between dependent and independent variables or between independent variables, i.e., between students" grades & teachers" attitude and or between students" attitude & teachers" attitude.

The Mann-Whitney U-test was used to determine the significant difference of respondents" responses on the questionnaires, i.e., responses between students and teachers on school facilities and or responses between teachers and administrators on teacher"s leadership skill. This statistical tool was appropriate to use since the data were small and were ordinal. The

Histogram Graphs were also used to visually and easily identify some variables" relationship, i.e., the mean effect of "rido or awidan" on students" studies and teachers" performance.

RESULTS AND DISCUSSION

This study is a modest attempt to provide a clear and comprehensive picture of the factors affecting the public high school mathematics teachers in the ARMM, particularly in the provinces of Lanao del Sur and Maguindanao, including Marawi City. These factors which are the basis of the instruments of this study also came out during the preliminary survey conducted at the two most populated public high schools in Marawi City. These factors are: students" and teachers" attitude, teachers" leadership skills, school facilities, management support and supervision, school curriculum, parents and community attitude, and socio-cultural setting.

The analysis of the data gathered through the various instruments and in connection with the conceptual framework of this study revealed the following findings:

1. Among the 31 teacher respondents, 13 were graduates of the minimum requirement for professionals, a Baccalaureate degree. Nine were graduates of a baccalaureate degree with some units leading to a Masters degree. Three were graduates of baccalaureate degrees and were candidates for graduation for the degrees leading to Masters degree. Only one of the respondents was a graduate of Engineering with Magna Carta units. Only two were graduates of a Masters degree other than Education; only one was a graduate of a Masters degree in

Education; only one also was a Ph.D. candidate and another one a holder of a Ph.D. degree. Generally, most of the teachers lacked expert educational qualification. This could certainly hamper teaching practices as indicated in the conceptual framework of this study. Teacher qualification, one of the potential factors affecting teaching, a sub-factor of opportunities for teachers learning, affects professional development involvement and vice versa. It also affects professional learning community which is a sub-factor of school capacity and teachers" knowledge which is a sub-factor of teacher capacity which shapes classroom practices and vice versa.

2. There were 14 teachers who had teaching experiences between 6-10 years; six teachers had 11-15 years; seven teachers had 16-20 years; and only 4 teachers had 21 - 33 years of teaching experiences. Teaching experience, an aspect of teacher qualification, a subfactor of opportunities for teachers learning influence professional development involvement and vice versa. It also affects professional learning community, an aspect of school capacity and teachers" knowledge which is a sub-factor of teacher capacity that shapes classroom practices and vice versa. 3. On the issue of the periodic observation and implementation of teachers" seminars and trainings, responses of schools were "undecided," "unfavorable" and "highly unfavorable." The unfavorable responses based on the questionnaire (Table 4.5) as supported by results of the interview (Table 4.26), points to non implementation of periodic observation and implementation of teachers" trainings and seminars. This means that teachers were not given opportunities for learning, a potential factor affecting the teaching of mathematics teachers, more specifically professional development involvement and which in turn affects the teachers" qualification and vice versa. These qualifications and professional development involvement both affects program coherence and finally teachers" knowledge which is a factor of teacher capacity, another potential factor as shown in the conceptual framework of this study.

3. On the issue of the use of various teaching strategies, aids and techniques by the mathematics teacher, the respondents" responses of schools were likewise unfavorable and highly unfavorable as shown in Tables 4.7, which is supported by Table (4.26) on classroom observation (triangulated). This unfavorable result is believed to affect teaching as going back to

the conceptual framework classroom practices such as employment of various teaching strategies, aids and techniques affect teachers‟ knowledge and vice versa. Classroom practices are affected by both program coherence and teaching technical resources and it affect students‟ opportunity to learn.

4. On the issue of the school curriculum the respondents‟ responses of the schools were "undecided" and "highly unfavorable." This means that there seemed to be mismatch between what the intended curriculum was and what was implemented. This could certainly affect teaching as based on the conceptual framework, program coherence under which curriculum falls, affects classroom practices which is a sub-factor of student opportunity to learn, one of the potential factors affecting teaching.

5. On the issue of school facilities, such as library resources, laboratory facilities and sports facilities, the respondents‟ responses of the schools were "undecided" and "highly unfavorable." The students‟ responses tend to lean toward "unfavorable." This means that these issues, being part and parcel of school system level factors which is a subfactor of opportunities for teachers learning, affect program coherence and teaching technical resources and which in turn ultimately affects classroom practices as illustrated in the conceptual framework. The result came out consistently from the three instruments used (triangulated) such as observation, interview and questionnaire.

6. On the issue of the parent and community attitude, the respondents‟ responses of schools were "undecided" and "unfavorable." This results points to the absence of family and community support, as some students said that they were sometimes absent because of lack of funds for transportation expense and because they were required by their parents to help in the farm. This problem is caused by the parents‟ poverty. Going back to the conceptual framework, one of the factors that can affect teaching practices is student family background which is a sub-factor of student opportunities to learn. It also affects teachers‟ understanding and beliefs, a sub-factor of teacher capacity and student learning outcome, a sub-factor of learning outcomes. All three are potential factors affecting teaching.

7. On the issue of the socio-cultural factors relative to the students‟ studies, on sociocultural setting relative to the teachers‟ performance in teaching, the respondents‟ responses of schools were "undecided" and "unfavorable." These factors are also related to community and family background that shape teachers‟ beliefs, knowledge, beliefs and practices; classroom practices; and student learning outcomes.

8. More studies need to be done about factors affecting teaching.

CONCLUSION AND RECOMENDATION
Conclusion

Based on the gathered data, which have been carefully processed and analyzed, the following conclusions were drawn: 1) All of the public high schools mathematics teachers in this study have finished their undergraduate degrees but few were mathematics majors. Only one (1) out of thirty one (31) mathematics teachers was a Ph.D. holder, while only two (2) of them were masters‟ degree holder. However, these teachers had enough experience in teaching as not one of them has less than five years in teaching practices so that with this number of years in teaching, they must be equipped with better knowledge in the teaching profession.; 2) The professional growth of these mathematics teachers were not well supported by the administration due to lack of funds. Only limited seminars and training were attended by even a few teachers and their academic studies were likewise not encouraged for them. However, no teacher had a teaching experience of less than five years. This implies that all of these teachers were not new to the teaching profession and that their loyalty and dedication to the teaching profession may not be questioned; 3) The mathematics teachers‟ teaching strategies were not well- updated with the new trends of teaching practices. This still resulted from the fact that the schools did not have enough funds for further academic growth of the teachers; 4) The public high schools in the two provinces investigated had their own curriculum, in which Arabic subjects were part of the contents. However, this in effect shortened the time schedules of some subjects, including mathematics subjects; 5) The school support facilities of the public high school were not properly addressed and well maintained. In fact one (1) school showed no library and even those with libraries, there were not enough copies for textbooks and references. In particular, there were more schools in the province of Lanao del Sur that lacked good chairs from some of the classrooms and no concrete basket-ball courts. However, there were more schools in Maguindanao province that lacked textbooks and references in the school

library than in the province of Lanao del Sur. In general, the public high schools in the two provinces investigated did not have sufficient and suitable school facilities; 6) The school administrators were supportive of the mathematics teachers but they were limited by inadequate funding for the teachers" academic development program.

However, the parent-teachers associations, for the same reason, were also reluctant to help the school administration for the learning of their child and for the school improvement and maintenance. Some schools have PTCA officers and in others, such a group did not exist.

The students" attitude toward their mathematics studies was not dedicated and inspiring. Their attitude was not attuned to effective learning, as manifested by their academic achievement through their final grades in their third year and second grading grades in their fourth year level. This may be accounted for by the lack of inspiration and follow-up support by their mentors, especially their parents. Furthermore, the teacher"s attitude relative to their teaching performance was not effective and that it had an insignificant effect on students" learning. Similarly, the administrations" attitude is likewise not significant towards mathematics" learning.

As to the significant relationship between students" and teachers" attitude, it is shown in Table 4.23 and Figure 7 that since the computed level of significance αc > α (assumed level of significance) then, the implication is that there is no sufficient ground to show that there existed a correlation between students" and teachers" attitude. Hence, the null hypothesis that the students" and teachers" attitude has no significant relationship is accepted. Similarly, as shown in Table 4.23 and Figures 8 & 9, the students" attitude has no significant relationship with the school facilities and teachers" length of service. Thus the null hypothesis that there is no significant relationship between the students" attitude with that of the school facilities and teachers" length of service is also accepted.

The mathematics teachers had knowledge/understanding of the subject as shown in Table 4.21 and had commendable teaching beliefs, as shown in Table 4.22. However, as to the effect of mathematics teachers" knowledge/ understanding and their beliefs on the students" achievement, it is very clear in Table 4.23 and Figures 10 & 11 that since the computed αc > α then it is not significant, thus the null hypotheses are accepted. Hence, the teachers" mathematics knowledge/understanding had no significant effect on students" achievement. Similarly, the mathematics teachers" beliefs, likewise had no significant effect on students" achievements. This study is based on their final grades in their third year and their second grading grades in their fourth year level.

The socio-cultural settings had an effect on both the students" studies and teachers" teaching performance which were clearly discussed and shown in Tables 4.19, 4.20 and Figures 12-18.

Recommendations

In consideration of the findings and results of this study, the following are recommended: a) It is strongly recommended that a follow-up study be done to find out the pedagogical content knowledge (PCK) of the mathematics teachers and its effect on teaching and learning process in the ARMM; b) Similar studies but more comprehensive ones may be undertaken to find out the students" and teachers" attitudes towards mathematics; c) It is also strongly recommended that once the prevailing peace and order in the ARMM provinces calms down, a similar study of this kind be undertaken and that the number of respondents" schools, students, teachers and administrators must be increased to find out if there would be some categorical changes in the results of this study; d) It is also strongly recommended that if the prevailing peace and order in the ARMM provinces would subside, a similar study but on Science and English subjects should be undertaken to find out if similar results of this study will occur; e) It is strongly recommended that the teachers be encouraged to pursue further study in the field of mathematics for professional growth or development; f) In addition to further study, it is also strongly recommended that the teachers be encouraged to attend special trainings, seminars, workshops, and the like; g) It is further recommended that the administration of the different schools set aside adequate funds for a faculty development program; h) There must be a periodic assessment of school library resources and procurement of necessary books and other library materials; i) The top management of the public secondary schools might look into a review and improvement of curriculum, incorporating other subjects like Arabic and Islamic studies; j) The top management of the public secondary schools should conduct a regular assessment of the school facilities and address and procure what are needed and lacking; amd k) Efforts for activating parent-teacher association, scheduling regular conferences with parents and sponsoring relevant lectures and seminars, such as lectures on parenting, may be considered by the school management.

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COMPARATIVE DESCRIPTIVE ANALYSIS OF TEXTS WITH TRANSLATION PRODUCTION TEXTS HELP MACHINE TRANSLATION

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ABSTRACT

This descriptive qualitative study mainly describes Comparative Descriptive Analysis of Texts with Translation Production Texts Help Machine Translation with Translation. This research focused on the phenomenon as a strategy or tactic linguistic translation through in micro structure of the English text (SL) and comparison with the microstructure of the text of the Indonesian language (TL) that have been published and the translation of machine translation by the level of the microstructure or micro structural levels are the word, clause, and sentence. This presents briefly several aspects of translation theory. It gives some idea of the definition of translation, some relevant theories in the field of translation, and translation assessment. The main reason for this theoretical overview on translation is to give the readership a brief idea on translation studies in general rather than criticizing any of these theories presented. The research method chosen was descriptive method through data collection which is then compiled, analyzed, and interpreted. Analysis procedure using the Model of Martin Hewson that analysis system with a bottom-up or inductive. The results showed that texts translation production has phenomenon when compared with texts translator machine translation. Therefore, to enhance the ability for the learner translator translating texts should be used in machine translation edited to further discourse content.

Keywords: Comparative descriptive, teaching, translation, text production, text translation

As we know that English is International language, most of information such as books, news, magazines, journals, and articles are written in English. However, many people who understand English, like in Indonesia. People who understand English give a chance for everyone to understand anything written in English with translation. Thus, translation is very important for knowledge and communication. From the definition, translation deals with changing the form of source language into target language. This concept is very basic, as explicitly stated by Larson (1984), by saying that "translation is basically change of form. In translation the form of the source language is replaced by the form of the receptor target language. Therefore, people who don`t understand English can receive information from the source text.

However, to be a good translator is not easy. Translators not only have to know meanings, techniques and procedures but also the culture itself. There isn`t true or false in translation but the translation has to be appropriate. As said by Nida (1964) a gloss translation mostly typifies formal equivalence where form and content are reproduced as faithfully as possible and the target language (TL) reader is able to understand as much as he can of the custom, manner of thought the source

language (SL) context. Contrasting with this dynamic equivalence tries to relate the receptor to modes of behavior relevant within the context of his own culture without insisting that he "understands the cultural patterns of the source-language context". Translation is a difficult job and heavy but interesting. Apple and Muysken statement that contrary to expectation, if turn out that bilinguals who are very proficient in both languages are not always good translators. Therefore, translation is a job that requires specialized knowledge and training.

Translation is a process of finding the textual equivalence of the source language in the target language to convey the meaning. A text, first of all, conveys "textual meaning" that refers to the way of the text in which it is organized as a piece of writing (Eggins, 1994). A text is usually constructed by several sentences transmitting some informative messages. Each sentence has its own meaning shown by the use of verb as the center of sentence hence; the verb becomes the most important part of a sentence. By considering the verb, we should get the information of sentence in the text. Translation can be said to be difficult and hard because we have to read the writing of others in a specific language, the style and structure of the language is different. Furthermore, we must express that message fully in our writing with sentences another language so well that not only we who

know the piece, but other readers as well. Translation is also an interesting job for reading text foreign to succeed in knowing its contents can satisfy our desire as human beings who are always hungry for new things. Although the practice of translation is not a new thing, attention to learning has been inadequate translation. Translation as subject includes learning theory and practice translating. Subject of translation is a combination of learning skills reading text of the source language (here in after referred SL), knowledge of various types of texts, knowledge of stylistic and skills to write mandate or messages obtained by reading source language to target language (here in after referred to as TL). Therefore, the translation learning cannot be separated from the control of various field of human knowledge the language. In addition, the translation of learning is learning the skills necessary to be able to understand the content of the written text accurately and quickly and express it back in good target language in accordance with the norms of target language accurately and quickly as well. Two key words precisely and quickly is linked to the necessity of reading skills for reading comprehension using the elements word, clause, sentence, and sign written text (signs reading), and finesse write text messages source language by using elements word, clause, sentence and signs target language.

The complexity of the translation work occurs when the search equivalent word in target language. Sometimes translators have difficulty in translating a word or phrase, clause, and sentence in a text source language. They will wonder to themselves why the words, phrases, or clauses that it was difficult to translate and connected with other parts of the text. As anticipated then they do some way in between leaving the parts that are considered difficult, replace the parts that are considered difficult with other equivalent but is also in line with the meaning of source language or leave it entirely without prejudice to the meaning of the translation. The activities in this article are what are called castration linguistics.

This study focused on the phenomenon of linguistic castration as a strategy or tactics of translation through micro structure paired English subtitles (SL) and the comparison with the micro structure of the Indonesian language text (TL) that has been published and the translation of machine translation. What are meant by the level of the microstructure or micro structural levels are the word, clause, and sentence.

DISCUSSION

Translation is an activity of increasing importance in the modern world and is becoming an established area in linguistics and language studies. Translation studies area serious field whose basic aim is to investigate the translation process concentrating on equivalence and meaning within the process itself. Moreover, translation theory and practice cannot be separated, i.e. translation theory and understanding the process of translation help in the production of the translated text. Studying the practicality and usefulness of translation theory is an important means of providing insights in solving translation problems. Translation is considered as an art as well a skill and a science (Newmark 1981). Accordingly, this presents briefly several aspects of translation theory. It gives some idea of the definition of translation, the history of translation theory, some relevant theories in the field of translation, translation pedagogy, and translation assessment. The main reason for this theoretical overview on translation is to give the readership a brief idea on translation studies in general rather than criticizing any of these theories presented.

Catford (1965) that states about the meaning of translation as the replacement of a textual material in one language (SL) by equivalent textual material in another language (TL). The overriding purpose of any translation should be to achieve "equivalent effect", i.e. to produce the same effect as close as possible on the readership of the translation as was obtained on the readership of the original (Newmark, 1988). This opinion is also supported by Nida (1969) who gives a statement that translation consists of reproducing the closest natural equivalent of the message from the source language into the receptor language, first in terms of meaning and secondly in terms of style. Based on those three experts definition, it can be concluded that translation means to change the forms of SL to achieve the naturalness in TL, which is resulting in the occurrence of shift; meanwhile, the meaning is preserved in order to get the equivalence of the message. The translators take important role in the process of translation since their personal competence influenced the translation result in order to find the closest natural equivalent of the message. That suggestion is very relevant with suggestion that is stated by Newmark (1988) he says that "Translation is a craft consisting in the attempt to replace a written message or statement in one language by the same language". In addition, as comments, translating is an art of recreating meaning, not that of creating meaning. From all the statement above come to the conclusion that translation is the reconstruction of meaning, thought, idea, and message from one

language (SL) to another language (TL) without changing the meaning of the original text.

The readers of the translation probably have an assumption that when a translator is translating. All s/he should do is merely to read the text and then rewrite it in the target language. Nida and Taber (1989) state that there are four in a translation process. They are analysis, transfer, restructuring, and evaluation. In the first step, the message of the source language is analyzed based on the grammatical relationship, the word or phrase meaning, and the textual meaning. In the second step, the analyzed material is transferred in the mind of the translator from the source language to the target language. In the third step, that is restructuring, the transferred material is restructured in order to make the final message fully acceptable in the target language. In the last step, that evaluation, the translator evaluates whether the equivalence is suitable or not. It can be concluded that the process of translation is rather complicated because it needs many considerations in every step. It also notes that equivalence becomes an important factor in the process of translation.

Larson (1984) translation as a change of form the source language into the language of the recipient which meaning must be maintained to remain the same. He explained that the translation consists of the search lexicon, grammatical structure, communication situation, and cultural context of the source language, analyzing them to determine meaning, and then reconstruct the same meaning using the lexicon and grammatical structure reasonable.

Newmark (1981) defines translation as "A craft consisting in the attempt to replace a written message and/or a statement in one language by the same message and/or statement in another language". He also defines translation as "rendering the meaning of a text into another language in the way that the author intended the text". Moreover, considers translation "complicated, artificial, and fraudulent, since by using another language you are pretending to be someone you are not". He also thinks that translation is a useful technique for learning foreign languages and it is "a two-edged instrument: it has the special purpose of demonstrating the learner's knowledge of the foreign language, either as a form of control or to exercise his intelligence in order to develop his competence. This is its strong point in foreign language classes". Hatim and Mason (1990) consider translation "a communicative process which takes place within a social context. It is a useful test case for examining the whole issue of the role of language in social life and creating a new act of communication of a previously existing one". In addition to the above mentioned definitions, scholars interested in translation studies are still trying to provide some other definitions of the concept and process of translation bearing in mind that it is a complex field that comprises different types of activities and processes. Nida and Taber (1969) define translation as "Producing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style". Catford (1965) proposed that shift means to change a grammatical category, which means that the substitution of one grammatical category for another that is used to convey the same semantic weight or equivalent. According to Larson (1998), there are two kinds of translation, *form-based*, translation that follows the form and grammatical structure of the source text that is known as literal translation, and *meaning-based translation* or idiomatic translation, a translation that focuses on carrying the same meaning of the source text and convert it into target language regardless of the sentence.

Newmark (1981) contributes his idea in this subject. He offers a classification of translation types that includes *semantic* and *communicative translation*. *Semantic translation* attempts to render, as closely as the semantic and syntactic structures of the second language allow, the exact contextual meaning‖. This translation puts the emphasis on the importance of staying true to the original words and phrases in source text. Semantic translation generally applies to literature, technical and scientific literature. The second type, *communicative translation*, ―attempts to produce on its readers an effect as close as possible to that obtained on the readers of the original‖. To successfully affect the readers, translator must convert the culture of source language into the culture of target language. The main goal of this translation is to make readers understand the author's ideas and to make readers in both source and target language receive the same impression about the text.

House (2014) provides another set of translation types that is a part of her theory of translation quality assessment. The translation types are *overt* and *covert translation*. *Overt translation* is a translation that shows indications that it is obviously a translation product. In overt translation, the receptors of the translation are quite overtly not being addressed. While *covert translation* is a second original. This translation possibly seems and feels like it's the original text. The source text of a covert translation is not specifically addressed to a particular source culture audience.

Process of Translation
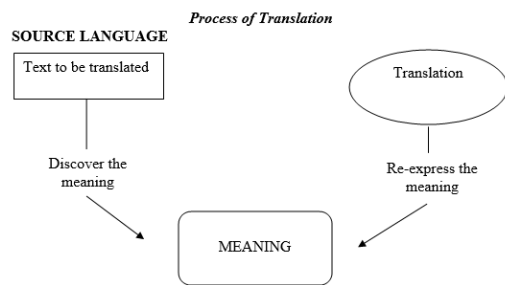
Figure 1. Process of Translation by Larson

Above is a diagram that explains the process of translation as provided by Larson. Larson (1998) explains that the core of translation process is transferring the meaning of a text, not form, from source language to target language. Translation comprises first, observing text in the source language in order to determine the diction, grammatical structure and context; second, discovering the meaning of the text; and third, looking for the natural equivalent of the text in target language.

Bell (1991) states that if confined to a written language, translation is a cover term with three distinguishable meanings. The first meaning is the word "translating", which concerns on the process (to translate; the activity rather than the tangible object). The second meaning is carried by "a translation", concerns on the product of the process of translating (e.g. the translated text). The last meaning carried by translation is "translation" as the abstract concept which encompasses both the process of translating and the product of that process. Molina and Albir (2002) classify translation techniques based on the following criteria:

1. To isolate the concept of technique from other related notions (translation strategy, method and error).
2. To include only procedures that are characteristic of the translation of texts and not those related to the comparison of languages.
3. To maintain the notion that translation techniques are functional. Our definitions do not evaluate whether a technique is appropriate or correct, as this always depends on its situation in text and context and the translation method that has been chosen.
4. In relation to the terminology, to maintain the most commonly used terms.
5. To formulate new techniques to explain mechanisms that has not yet been described.

Translation of the opinion on the above it can be taken a red thread that translation both oral and written put more emphasis on the meaning or message delivered. The translation results obedient to shape his source language is not fundamental, the most important thing is the translation has the intent and meaning that exactly matches the message on his source language. This means that there are similarities between messages in source language and target language.

Castration Linguistics and Proposition

In a text translation source language will be changes in the equivalent position of the elements of the source text are different from the position of the target text elements. In addition, there is an element or elements of the source text that cannot be searched matching elements in the target language. Newmark (1984) says that the loss of meaning is caused by four factors, namely (1) the text that describes a situation which elements are typical of the natural environment, cultural institutions and source language; (2) because the basic character of the two languages are different intellectual concepts; (3) The author's use of language and text translator is different, their meanings are personal; and (4) the difference in the theory of meaning and values between author and text translator. Furthermore Newmark states that the loss of meaning in the text translation which is not caused by a lack of resources or an inability text translator called the translation of the 'impossible' and 'Inevitable'. This phenomenon is a natural thing in the translation of text into target language to source language. Lambert said that every text, every word, contains elements of translation and the translated text also contains elements that are not translated discourse. Gentzler (1993) states in the process of translation from one language to another the scene of linguistic castration which is nothing other than a scene of impossible hut unavoidable translation and normally takes place out of sight is played on the center stage.

Castration linguistic based on the above statement is a scene or forms that occur in the translation that cannot be avoided. Castration linguistics is a phenomenon in which the text elements source language does not automatically translate without losing the meaning of the text intact target language. The term linguistic castration is translation of linguistic castration taken from a book written quote Gentzler above. In this paper the term has become one of the keywords. Closest meaning of the word 'castration' in Britannica World Language Edition of Funk and Wagnals New Practical Standard Dictionary, Vol. One A-P, the figurative meaning to expurgate (Funk, 1955).

To expurgate is a transitive verb. This word comes from the Latin verb past participle form

expurgate which figuratively means cleanse purify (Funk 1955). The linguistic castration intention here is the removal of linguistic elements is improper which is improper, so the text translated into 'proper' or fair. Because translation occurs on center stage then 'misrecognitions' and transposition of the source text can be seen. This is in line with the expression Popovic that the omissions, additions, and transposition as part of that must occur in the process of translation, because both languages does have inherent differences in the values of intellectual and aesthetic (Gentzler, 1993).

Popovic makes analytical approach different translations of the others. In the analysis of the traditional translation, transposition is considered as distortion, inability translator, or inconsistency between the two languages (Gentzler, 1993). Meanwhile, insightful analysis of the proposed translation Popovic is very useful to uncover phenomena that occur in the translated text. With a positive outlook on the transposition and castration linguistics in the text of the translation, by examining the shapes, as recommended by Gentzler, Holmes, Popovic, and Lefevere will be known strategy of translating subjective of a good translator to teach the translation learners.

Production Translation and Machine Translation

Text translation has been published "finished translation" which through the process of checking, editing, reading, and repair or proof reading which eventually raised to the printing machine is considered as a form of finesse translating elements of microstructure source language to target language.

Text mall is called the subtitles so that in this paper is called subtitles production. The production of subtitles for texts prior to publication has been through stringent production processes such as mentioned above. The intensity and the accuracy of the translation are approaching what is expected by source language to target language. Meanwhile, the translated text machine translation work done is a form of translation finesse the same elements but not fully comply with the norms of translation.

Learning Translation

Many ways that teacher can do to make the translation or translation lessons more interesting and popular among learners. Learning step will be affected by several factors the following:

1. The first factor is the learning objectives. There are normative criteria used as a measure of success in achieving the objectives of teaching. The normative criteria classification system is learning goals, known as the taxonomy of behaviors that include the domains of cognitive, affective, psychomotor, and perceptual. Cognitive domain includes learning objectives regarding memory and recognition of knowledge and the development of intellectual abilities and skills. Affective domain associated with attitudes, beliefs, and values. Psychomotor domain involves integrating aspects of cognitive and affective. Perceptual domain associated with the structure of sensory perception (Orlich, D. et.al.1985).

2. The second factor is the learning materials. To achieve the learning goals, learning how materials can be used for learning purposes translation? In a written translation, there are times when so many new words that appear in the text to be translated. The text that the degree of difficulty in the ability of the translator which must be immediately, sought its meaning to make people do it bound to the dictionary.

3. The third factor is the learners' translation. Academic potential, knowledge and finesse owned learners' translation became the starting point for developing the knowledge, skills and finesse expected translation. Learners' translation must have excellent writing skills. Weber stated that 'good grades in advanced composition and essay writing are a particularly good indication of aptitude'. He even stated that only learners who got an A in his native language lessons that can reach the level of perfection of a translator. A good training in their language is an absolute prerequisite. It is native to believe that a knowledge of and literature, not mention a familiarity with linguistics, qualifies one to teach translation (Weber, 1984).

4. The fourth factor is the teaching of subjects or the subjects of translation. Weber stated that: "only translators who are highly experienced to teach learners how to avoid the pitfalls and how to change (transpose) the message written in one language to the genius of other languages so that the reader subtitles thought that they were reading the text the draft in their own language".

5. There is a view that considers that the practice of translation as an extension or application of the linguistic system that has been taught to learners. This is the view of a group of teachers translating "Consider this growing niche to practice as an extension or application of the linguistic system they have previous In calculated in the learner audience" (Hewson & Martin, 1991).

6. The fifth factor is the evaluation of the work of the translator machine translation. The principles of translation learning evaluation include evaluation by Duff (1) meaning 2) form (3) register (4) the effect of source language (5) the language style and clarity and (6) idiom. The principles of the evaluation are to measure whether the translated text reflects the meaning of the text of source language: (1) the word and the idea of the translated text is matched to the text of source language (2) The levels of formality subtitles are in accordance with the context? (3) Whether subtitles are reasonable in accordance with the rules and norms target language? (4) The target language same style of text language in a style text source language.

Idiomatic expression known as an element that cannot be translated if the idiomatic expressions cannot be translated, then four ways can be used. The fourth way to do is to (1) allow the expression idiom as the original word by placing it between two quotation marks, (2) allowing the expression of the original, but given the explanation is shown in brackets, (3) using the equivalent of the closest, and (4) using the usual translation. Weber (1984: 45) found homework assignments with extensive corrections are more conducive to the learning process than testing is. However, translators are generally under constant pressure, due to very tight deadlines imposed by clients. Furthermore, Weber (1984: 46) said that the translation of material evaluation should include the following things:
1. Test the student's knowledge of general and technical terminology.
2. Test the student's aptitude to work rapidly, correctly, under time constraints.
3. Test the student's skill in using dictionaries.
4. Test the student's general resourcefulness in cases in which the dictionary.
5. Test the student's general readiness to enter the job market.
6. Prepare the student for future test-with potential employers.

One of the methods used to obtain data on translation stratagem is to examine the text translation by comparing the text of source language with subtitles in target language. This method has been carried out among others in research evaluation of translation (House, 1986). In addition, Holmes, Popovic, and Lefevere (Gentzler, 1993) advocated the use of subtitles to better understand the finesse of subjective interpretation. Finesse translation is done by individual persons translators in translating texts from source language to target language. The research on the subtitles among others research on the initiative. The research is the study of equivalence in particular regarding the transfer of the next word (preposition) in the Henry James novel titled Daisy Miller and works translation.

Teachers as an Interpreter and Translation Teaching

Translating not an easy job a translator are required to: (1) Can fit two different language structures namely source language and target language; (2) Can move precisely the concept of source language into the target language; (3) Mastered the material translated.

Based on the above opinion translation is a job move or mandates precisely the concept of source language to target language by adjusting the structure of the language. Displacement concept quickly requires mastery of the material translated. And that is more important for a transfer or a mediator, a translator must be honest and careful concepts or text message source language is not lost. Related to the above opinion Newmark (1988), states that the translator works in four stages, namely:
1. Science which requires knowledge and proof of facts and language;
2. Skills which requires appropriate language and grateful;
3. Art which distinguish good writing from bad, the level of writing creative, intuitive and inspiring of translation; and
4. Tastes the translation that reflects individual differences.

To fulfill the terms of the translator is well above one must go through a learning process which includes (1) learning source language and target language, so he was able to adjust the structure of the language and concepts accurately move from source language to target language; (2) The introduction of learning or translated material. Subtitles, based on the ideas above is the result of a combination of knowledge, skills and art to translate a translator. Anything contained in the translated text is a manifestation of the three variables inside a translator. Thus, we can say that the translated text embodies the concept of finesse translator move source language to target language precisely through adjustment of the two structures of different languages.

Through research subtitles by comparing text with text source language to text target language can be brought finesse translators translate a word, clause, and sentence in English (source language) in the word, clause, and sentence in Indonesia (target language). In accordance with the procedures of this study suggested that the experts Translation Studies Holmes, Popovic, and,

Lefevere (Gentzler, 1993). As a reference, The International Association of Conference Interpreters to make restrictions on three types of working languages (Gile, 1995). The kind of language is the language of A, B, and C. Type C language is a passive language is a language that theoretically understood at the level of a native speaker. Type B is the active language that is the language actively and passively controlled like native speakers. The third type is the type of language A that is controlled by the level of proficiency as a native speaker.

In line with that in mind, there are three opinions you need to know about the translator. The first opinion states that became the translator for talent and therefore cannot be made. The second opinion states that the translator can be educated and not as gifted since birth to become a translator (Healy, 1978). The third opinion is a compromise of the two extremes above opinion. For the translator of literary talent 'natural' is a prerequisite but translation guidance beneficial to him whether to develop a natural talent if any or to the teaching on technical procedure (Gile, 1955).

Syllabus and Teaching Translation

Translation teaching is deemed an important activity that involves translators and interpreters training either through formal teaching in institutionalised bodies, such as universities, or through self-learning. Moreover, translation can be used as a tool to accomplish other goals, such as teaching a foreign language (Bassnett, 2006). This theme is stressed by Pym (1992) in the context of Spain, asserting that translation is and will always be utilized for the purpose of learning foreign languages. He then clarifies that classes would be empty if students had to have a perfect command of a particular foreign language before learning about translation. In theory, the ultimate goal of translation teaching is to achieve translation competence. This can be clearly understood in the ability of reproducing a range of target texts from a particular source text and the ability of electing a single target text from the array of texts to be the target text for specific purpose and readership (Hatim, 2001). This shows a clear connection between translation teaching and translation practice in that translation teaching aims at providing students with the relevant qualification and the tools appropriate for translation practice.

Translation teachers, as all teachers, need to be organized in terms of their class procedures. In other words, they are required to inform their students of all procedures followed in the class. Students should have copies of the syllabus which will be taught and they, at the same time, need to be given the opportunity to pass their comments on this particular syllabus. Teachers are required to inform their students of the titles and locations of references required for this particular course. Monolingual as well as bilingual dictionaries along with thesauruses, glossaries and collocation dictionaries are all useful tools that translation teachers need to show students how they are used. Degree of usefulness between dictionaries should be clarified and the reason behind the preference of a particular dictionary over the other should also be explained to students (Newmark, 1991)

Translation learning syllabus planning begins with an analysis of the knowledge and technical skills required translators for translation. For the translation of learning materials Gile (1995) the theory of the components (a) directed relevant to the needs of learners, (b) that is easy to understand. He put forward programs to develop translation and translation of theoretical components for use. Models of the main proposed is (1) a communication model for translation, (2) the information structure sentences informative, (3) effort models for a rendering, (4) gravity model availability linguistic, (5) understanding speech and technical text, and (6) sequential translation model. These models are autonomous and can be taught individually. Step-by-step learning when taught sequentially, although it could also not in order, are as follows: (1) a communication problem, (2) loyalty (content and/or linguistic), (3a) for learners translation the concept of processing capacity and issues a rendering, (3b) for learners translation methodology components such as phase separation between comprehension and reformulation phase, (4) understanding of speech and technical text. Translation is not just workout understanding of the text but also a learning activity source language positive in this study used the English language. Based on the foregoing view the translation learning materials provided in the form of various styles and registers are intended to provide stimulation and flexibility of the English language. The focus of training is given to important elements of grammar, vocabulary, and idioms in the text. With the learning material to learners expected to learn on the context.

For learning activities in the classroom Duff uses worksheets to be done within 30-45 minutes, consists of short texts (containing two or three sentences) followed to discuss text long to be translated students outside class hours are the results discussed in the classroom. Translation training focus is directed at topics; (1) Context and register, (2) Word order and reference, (3) Time: tense, mood, and aspect (4) Concepts and Notions, (5) Idioms: from one culture to another.

Furthermore, Duff stated that the translation is a subject neglected (Duff, 1994). The research on learning tactics translation needs to be done to further improve the cognitive aspects of the learner. In the process of teaching and learning activities involved various components or elements, such as teachers, learners, learning materials, methods and techniques of teaching and learning, and evaluation. All the variables of learning geared to the learning objectives.

According to Gile (1995) learning objectives for translators and interpreters is to help those who want to become translators and interpreters are professionals enhance their performance up to the full realization of Reviews their potential, and develop translation skills faster than only through experience and self-instruction. The learning objectives of translation also meant that after acquiring various translation theories, the learners (a) understand the phenomenon of translation, (b) understand the difficulties in translation, and (c) understand tactics translation. With the understanding of these things, they are expected to translate more quickly select and maintain a strategy and tactics appropriate translation.

Methodology

The research method chosen is descriptive method. The selection of the method for research directed to solving the problem. In this research, the writer only compiled, analyzed, and interpreted. The analysis procedure uses a model Hewson and Martin (1991) in the form of system analysis with a 'bottom-up' or inductive. This research focused on the phenomenon of linguistic castration as a strategy or tactics of translation through micro structure paired English subtitles (SL) and the comparison with the micro structure of the Indonesian language text (TL).

DISCUSSION

The following shows examples of English text source language text translation in Indonesian production (target language) labeled with initials a even number. The results of translation by machine translation into Indonesian (target language) labeled with even numbers initials b.

1. *The scientific study of translating can and should be regarded as a branch of comparative linguistics, with a dynamic dimension and a focus upon semantics.*

The scientific study of the translation should be regarded as a branch of comparative linguistics, with a	The scientific study of translating can and should be regarded as a branch of comparative linguistics with a dynamic dimension and focus
dynamic dimension and focuses on semantics.	on semantics (Alfa link Machine EIC -1430 TT)

If the observed results of the translation of the above, the result is more rigid 2b and word by word. If explored further rigidity proficiency level seen in several words translated intact, even though the words are included elements nonrestrictive English language that can be eliminated in the translation into Indonesian. These words are can therefore 2a in translation, the translator not to translate but the meaning is not bias arising from source language. In addition, the placement of punctuation in the translation 2b sentence too ambiguous meaning because that's the position of a comma changed 2a.

2. *Before the nineteenth century one might have managed, for then a full, analytic title could have covered the title-page while the spine bore the inscription 'Literature'.*

(a) Prior to the 19th century, this will not be a problem. Titles that fully describe the content can be printed on the front page. While on the spines of books written enough literature course.	(b) Prior to the nineteenth century people might have succeeded, for the full analytic titles that can be covered while spinal page title bears the inscription literature (Alfa link Machine EIC -1430 TT)

From both the translated text above is clearly seen that the text before the text 4a hinted that there already exists a previous text. This is proven by the results of this translation, while the text 4b all the words in the translated text in full source language. Translator production three sentences split into three sentences when sentences source language was only one sentence, while machine translation still translates into one sentence but separated in some clauses by the random arrangement.

3. *The index emphasizes that there are differences as well as similarities between things even though they may both have the same label: politician 1 is not politician 2.*

(a) Index as a means of distinguishing, that there are certain differences alongside the similarities -	(b) The index emphasizes there are differences as well as similarities

between objects in the universe highway. Although we give the name or the same symbol on the object. For example, a state or a concept politic 1 is not the same as a state or political concepts 2.

between things even though they may have the same second label politicians are politician (Alfa link Machine EIC - 1430 TT)

In the text of the translation above, 6a does not translate the text contained in source language. Text that at source language its only consisted of one sentence are also translated in three sentences. Instead subtitles 6b result in much shorter. However, short sentences, but not well organized does not produce a good translation. 6b translation results also proved unable to grasp the message source language. It is also a characteristic of the importance of attention to linguistic castration.

4. *Dear little Dea, if you school in the morning and have tuition in the afternoon, you should be more than ready to sit for your exam!*

Sometimes our lack of confidence makes us feel panicked and stressed. A tip from me would be: Relax Dea tell yourself believe in yourself, be happy! You can definitely answer the question and pass with the best grades! "God will surely help you, Dea. Once in a while, put down your book and relax for a moment while lying down. Take a deep breath and let it out slowly while repeating Reviews those words in your head. Do this before you sleep and during your exam.

In the above data castration linguistic many elements. First, the word translated into school tuition on a text revised by the translator 8b production becomes les. The result is text 8a becomes more acceptable. Both the translated to sit for the exam to be for the text of text 8b resulted in increasingly ineffective. To only serves as expletive in English sentences are translated into target language careful consideration. Third, not translating would be on the text in the text 8b 8a which translates to will inform you with the placement of a comma punctuation mark that is not appropriate to make this sentence is not effective. Fourth, not translating clause be happy on the text in the text 8b 8a which translates into happier confirm that there is a particular phrase in source language the sake of cohesion, meaning does not necessarily translate into the BSA

(a) Dear adinda Dea, if the school morning and afternoon tutoring, should now want the exam is well prepared. Sometimes insecurity makes us panic and stress. Tips from Kak Hughes: Just tell yourself Dea Calm, confident, confident, happy, Dea can certainly do the problems and graduated at the top!" God must help Dea. Every now and then put your lesson book, relaxing for a moment, hear music while lying down, and take a deep breath, exhale repeat those sentences. Do this before bed and when will do the problem.

(b) Dear, Litle Dea School in the morning and school in the afternoon, if you have you should be more than ready to sit for your exams! Sometimes we lack the confidence to make us feel panic and stress. An tips from me will tell you: Relax Dea believe in yourself, be happy! You certainly can answer questions and pass with the best value! God will help you, Dea After a while, in putting your book and relax for a moment while lying down. Take a deep breath and let it out slowly repeating the words in your head. While Do this before you sleep and during the exam. (Alfa link Machine EIC -1430 TT)

Fifth, translated Once in a while to be after some time on the text 8b but in the text 8a translation merged into Occasional place the book lesson, showing that the word does not always have to be translated as a whole one by one, but he could be combined with the translation of the other so that the meaning posed become more acceptable. Sixth, sentence translation source language this before you sleep and during your exam, become this before bed and when will work on the problems at 8a text is better than the translation 8b before you sleep and during the exam.

CONCLUSION

From the description of the data it is concluded that the translation results by using machine translation is very difficult to understand. This is due to the translation prefers meaning word for word rather than the meaning of the context. One reason is the inability of the translation engine to translate words with a cargo of special significance and relevance detect a word with another word in the text larger. In addition Machine

Translation more tends to translate all the words in a text source language though the text contains words that indicate castration linguistics, such as empty words expletive, adjectives nonrestrictive, appositive or explanatory modifiers, and the meaning of restrictive or nonrestrictive, etc. The linguistic understanding of castration can help increase understanding in learning translation.

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LEARNING OBJECT ON ON-LINE LEARNING IN EDUCATIONAL TECHNOLOGY DEPARTMENT

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ABSTRACT

Education Technology, State University of Malang has been using the term "learning object" that applies to the three-part definition (dimension) base i.e: learning objectives, a unit of instruction that teaches the purpose, and one purpose unit that measures assessment. Furthermore, this paper aims to describe the study learning objects in the context of on-line learning majoring in technology education with a focus on the study of learning object, with dimensions of pedagogical expanded, namely to: (a) the purpose of the lecture (b) role in the lecture (d) problems in learning and (e) ability to explore.

Keywords: learning objects, learning on-line

Educating students in the use of information and communication technology (ICT) to improve teaching commitments and goals have become important in all education programs in the Department of Educational Technology, State University of Malang. Commitment teaching the use of ICT in Education Technology Department, State University of Malang in line with the policy of the Ministry of Education and Culture on the use of information and communication technology (ICT) in the Open, Distance, and E-Learning (ODEL). Technology that allows to reach the learners in a variety of conditions, is with the use of information and communication technology (ICT) in the Open, Distance, and e-learning (ODEL). Ministry of Education and Culture of the Republic of Indonesia (2012), explains that the use of ICT is very important to reach all learners throughout Indonesia with a multitude of geographical conditions. ODEL highly relevant and strategies the challenging development of educators. According to Adi (2007) Department of Educational Technology researchers explained that ICT-based learning media can be realized by improving the ability of the campus course lecturers.

Wiley (2000) noted that there was confusion with the understanding associated with the term "learning object". as quoted in Quinn (2000), revealed that he was "still struggling with the operational definition of learning object". IEEE defines a learning object as "an entity, digital or non-digital, which can be used, reused or referenced during technology supported learning" (LSTC, 2000). This definition means learning object can be a document or software components are provided in a technology supported learning environment. The view is definitely expressed by Frank Farance on LTSC meeting (10 th August 1999) in which he describes the learning object as a result of the association assets of learning (learning resources that can be reused) with LOM (learning object metadata). He made the point that the learning object is not an object as defined in object-oriented programming.

Education Technology, State University of Malang have used the term "learning object" so far applicable only to the three-part definition: learning objectives, a unit of instruction that teaches the purpose, and one unit of measure assessment purposes (L'Allier, 1998). The definition of learning object in this context being passive or merely "reading material", but it is possible that the object has a dimension of interactive learning and require computing support. As quoted in Quinn (2000) takes input from Lian and Schuyler, that a learning object must have at least four sub-components: content, functionality, learning objectives, as well as the 'look and feel'.

Education Technology, State University of Malang in addition to using the definition of the term "learning object", also uses other terms which imply a common intention and object-oriented approach to instruction with the help of a computer that is SCORM. [SCORM, 2001 # 205] uses the term "object content". David Merrill uses the term "object of knowledge" (Merrill, Li, & Jones, 1991). Merrill has written books on the topic of object-oriented approach to instruction for the so-called "Component Learning" (Wiley, 2000), which is sure to introduce again another term: "instructional component".ARIADNE project uses the term "pedagogical documents" (ARIADNE, 1999). Software NSF funded (Escot, 2001) project using the term "educational software components".

Multimedia Education Resource for On-Line Teaching (Merlot) Learning Project and referred to them as "online learning materials" (Merlot, 2000). Apple Learning Interchange simply referred to them as "source" (ALI, 2000). Finally, Ip used the term "virtual device" to refer to components of independent educational that can be combined on a web page to produce learning educate interesting (Ip & Canale, 1996; Ip, Canale, Fritze, & Ji, 1997; Ip & Canale, 1997b ; Fritze & Ip, 1998). On the other hand, there is no reference to the term "learning objects" at all in the IMS Content Packaging specification (v1.1) (Young & Riley, 2000).

DISCUSSION
Resources In The Pedagogical Paradigm

Paradigm pedagogical been here do not form a complete list of contemporary pedagogical framework. Instead, they provide an indication of the width and breadth of technical issues in an effort to understand the issues of re-use virtual learning object in the design of learning environments.Environment tutorial provides a mechanism to present the problem to the online learners and provide feedback depends on the context. When appropriately designed, feedback mechanisms can support the model of higher education Laurillard conversation *(Laurillard, 1998)*.

A unit may be reusable items (consisting of questions and responses, feedback and information). IMS Question and Test Interaperability (IMS QTI) specification *(Smythe & Shepherd, 2001)* is a good candidate for encoding the learning resources for reuse in this paradigm. It is designed to support the question and test interoperability between different authors, publishers and other appropriate content developers.

Learning object in this context *(Fritze & Ip, 1998; Fritze & McTigue, 1997)* is a richer environment for drill and practice, and allows learners to interact with input / output and visualization tools. Learning components can be reused and is a resource that determines the chart and software components that act as input /output and visualization tools. Software components, *(Kennedy, Ip, Adams, & Eizenberg, 1999; Kennedy, Ip, Eizenberg, & Adams, 1998)*are also units that are reusable and requires software to use and interpret resources.

Learning Object

Goal-based scenarios is basically a simulation where there are problems to resolve, or the mission to complete. They require learners to play a major role in solving the problem or pursue their mission *(Schank, 1997; Schank, 1990)*. Therefore, the aim in this context refers to the successful completion of the task at hand. Much of the information and knowledge necessary to achieve this goal are available in the form of video clips of talking heads telling prospective practitioners *(see Schank and Cleary, 1995)*. Goal-based scenarios are used to motivate learners and also provide the learners the opportunity to learn by doing, by making mistakes, and receive feedback.

Role-Based Learning (Simulation Game)

Simulation game is a situation where learners take on a role-specific character profiles in the educational game for learning. *(Linser, Naidu, & Ip, 1999)* As a result of playing roles in a role play simulation, learners are expected to acquire the intended learning outcomes and make learning fun. While the underlying belief simulation game similar to goal-based scenario, it differs in both the dynamic nature of the objectives during the process and mechanisms in support of learning.

Problem Based Learning

Problem-based learning is an instructional approach that exemplifies authentic learning and emphasize problem solving in the context of the rich.Using a problem in learning as a principle vehicle. Analysis and study of this issue consists of several phases spread over a period of group work and individual study *(Barrows & Tamblyn, 1980; Schmidt, 1983; Evensen & Hmelo, 2000)*.

According to *Liu, Williams, & Pedersen (1999)* that the typical learning environment will be based on theory related to:

1. Put the problem in the context of a rich and allows learners to engage in scientific inquiry as experts do;
2. Present a problem with complexity, but provides tools to support learners in working with complexity;
3. Provide information in a multimedia format to allow for dynamic and interactive presentation that addresses different learning styles and needs of learners;
4. Provide expert guidance from various perspectives to facilitate the acquisition and transfer of knowledge; and
5. Stressing the interconnected nature of knowledge.

Problem-based learning refers to the use of this strategy in computer-supported collaborative networking environment where communicate face among participants is not important. The problem, as the object of learning resources with specific learning objectives. However, objects such learning needs related to learning other objects in order to create a rich context for the problems that have complexity and authenticity for learners and fully involved in this paradigm. As a web-based role-

play simulation, this paradigm requires the support of the cooperation of the architectural study. Unlike web-based role play simulation, most of the features that are currently online generic conference found in LMS will meet the needs of this pedagogical design.

Learning Exploration

Learning to use exploration allows learners to direct their own learning. Through the process of the invention, or discovery guided, learners learn the facts, concepts, and procedures *(Department of Education, 1993).* Pedagogical foundation is closely related to the rule-based simulations. The difference is the focus of exploration. In a rule-based simulation, limited exploration in the simulator and the challenge is the creation of a simulation. To learn exploration, the focus is on the information or resources. In a traditional learning environment, the information available to learners (eg children at school) have been carefully selected, edited or reworked to satisfy both the "duty of care" and the learning profile of learners. The school library plays an important role in the selection process. However, with the advent of communication networks, resources, including those that were not initially intended for education or for minor consumption, may be available to learners during exploratory learning in highlighting the need of rethinking the issue of availability of materials for the purpose of evaluation (Ip & Naidu, 2001).

Cognitive Learning Tools As Object

Reeves *(1999)* shows the two main approaches to using interactive learning systems and programs in the field of education. First, people can learn "from" interactive learning systems and programs, and second, they can learn "with" interactive learning tools. Learn "from" interactive learning systems are often referred to in terms such as computer-based instruction or integrated learning system (ILS).

Learning "with" interactive software program, on the other hand, is referred to in terms such as cognitive tools *(Lajoie, 1993; Jonassen & Reeves, 1996)* and constructivist learning environment. By using "cognitive tools" as such, learners can enter an intellectual partnership with the computer to access and interpret information, and organize personal knowledge. Computer-based cognitive tools have been deliberately adapted or developed to function as intellectual partners to enable and facilitate the learning of critical thinking and higher-order thinking.

Typical cognitive tools including databases, spreadsheets, semantic networks, expert systems, concept maps, communication software such as teleconferencing programs, on-line collaborative knowledge construction environments, multimedia / hypermedia construction software, and computer programming languages. Learning objects need software that supports learning *(Kennedy et al, 1999; Kennedy et al, 1998)* serves as a cognitive tool as well.

Resource-Based Learning Environment

Resource-Based Learning Environment emphasizes the transformation of meaning through learner-centered,system-facilitated action. resource-Based Learning Environment need to support and expand efforts to know, understand, and produce, namely, to reflect, build, troubleshoot, and integrate new information for his own purposes (e.g, curiosity, cognitive dissonance) as well as for other purposes (for example, research topics, gain varied perspectives on an issue, troubleshoot assigned) *(Land & Hannafin, 1996).* They not only provide a comprehensive collection of data that is indexed, information, and search engines, they help learners to reason, reflect, and judge the truth of the system.

Traditionally, a special collection of resources in the library will provide the basic starting RBLs. It is clear that the indexing and providing efficient discovery learning resources is paramount in this environment.

Impact Gap

There is a clear gap between the technology community learning and community education. Although the identified potential for reuse of the material in several pedagogical paradigms and use the term "learning resources" or "learning objects", however, it must be recognized that it is not genuine education community. Issues reuse, grain size, technical nature or even the basic question "what is learning object?" not the central issue in the educational community. In recent years, there are "external" environmental changes *(eg, see Ip & Canale, 1997a)* which forced many educators to work in a digital learning environment.

While learning technology community is struggling to understand the issues in the educational community, they also create a new term to try to summarize the new insights gained, but in the language of these technologists. For example, the term "learning object", borrowed from object-oriented. It is clear that "learning object" does not make sense for the educational community. Our understanding of "learning objects" are like the three blind men of understanding elephant. Should we focus on discovery learning materials and learning objects learning declare assets plus metadata (LOM) - and ignore the other issues of learning assets?

Learning information retrieval should look at learning and teaching, material that is only to be read, focusing on identifying the sub-structure of the material (e.g objectives, level of learning competencies), and ignore the other issues that accompany?

For ease of drawing a line for learning objects by summarizing some of the statements, among others:

1. Learning reading material written specifically object (for example the case in the case of teaching methods, problems in problem-based learning);
2. Learning objects in the background reading was originally created for other purposes (eg, an initial scenario of web-based role play simulation, the learning resources in exploration and resource-based learning);
3. multimedia resources that are used to supply content and deliver authentic situations and a sense of authority (eg video clips used in basic learning objectives);
4. structured resource that is designed to be used in some interactive behavior (items in the tutorial, drill and practice);
5. Structured resource that requires special software in order to work within the context of educating meaningful, such as specific questions in the analysis of the text object (TAO), which also acts as as cognitive tools.

To see the learning object needs to be reviewed from three observations, namely:

First, a model for learning and training is not a generally accepted model of learning for education practitioners. Reviews paradigm above shows a very different technical systems for delivery based on each paradigm. One size does not fit all.

Secondly, it is necessary to distinguish between learning materials and teaching materials. Refers to material that is used by learners and teaching materials are materials used by teachers. A general framework of educational resources, ignoring the distinction between use by students and teachers, did not help much here. ,

Recently, while reading is a major activity, a source of learning more than just reading material. The ability to support appropriate interaction is important. The current findings are consistent with previous research by *Ip and Canale (1997).*

Functions provided by the software (called a rendering software) needed to take a structured resource and provide interactivity in educational settings. Observation, identification and recognition of the need for special software

in different pedagogical paradigm forces us to re-conceptualize the meaning that underlies the idea of learning objects and questioning the relationship between learning technology community and the education community.This paper, at least analyze the potential reuse of learning resources from different pedagogical paradigms. This obviously requires the responsibility of subject matter experts, instructional designers, and software developers, as well as will empower educators to create more innovative educational course ware.

CONCLUSION

Study of learning object is a bridge pedagogical perspective on learning methods that use information and communication technology media rich. With such perspective and applied in the course are expected to: (1) the student gets to strengthen the concept of designing instructional materials in various forms either on-line or off-line, (2) students get knowledge to do innovative learning model and comfortable; (3) students can also feel the effectiveness of learning from learning model; and (4) the student can find a positive learning attitude to the rules *cyberwellness* the learning model.

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THE UTILIZATION OF *DROSOPHILA MELANOGASTER* AS A MODEL ORGANISM IN GENETICS I AND GENETICS II COURSES IN FACULTY OF MATHEMATICS AND NATURAL SCIENCE, STATE UNIVERSITY OF MALANG

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ABSTRACT

*The Genetics lecture in the Department of Biology, Faculty of Mathematics and Natural Science, State University of Malang (FMIPA UM) has its own characteristics distinguishing it from Genetics lecture at the other universities.Firstly, the Genetics course in FMIPA UM adopt the content approach, not the historical approach.Secondly, there arethe research activitiesdesigned by students utilizing D. melanogaster with the guidance of project assistants.The aim of this study was to describe the utilization of D. melanogaster as a model organism in Genetics I and Genetics II courses in FMIPA UM. The study was conducted with a qualitative approach. Data were collected by technique of interview, observation, and documentation carried out from January 2014 to September 2016.Research data collection was conducted supportedby the research questions, interview guidelines, observation guidelines, and documentation guidelines.The data analysis technique was an interactive model of Miles and Huberman.The validity of data were re-tested using an extension of participation, persistence of observation, and triangulation.The research results showed that by using D. melanogaster as a model organism, students can learn the genetics concepts contextually.Furthermore, by the activities encouraging students to do research based on their own design, students are trained to be a real researcher.The book asthe guideline that can be used by the students and project assistants may need to be provided to optimize the courses of Genetics at FMIPA UM.The book is not a **recipe** or **cookbook**, but just a guide that can be used to help students to find the project idea up to write a research report.*

Keywords: Drosophila melanogaster, genetic courses, genetic lecture, model organism

Genetics is one of the basic courses in the Biology Departement at each universities.This is due to Genetics is the science underlying the other branches of biology (Khairil, 2009).Moreover, Genetics occupies a central position in the entire study of biology (Huether & McCance, 2008). An understanding of genetics is essential to studying human, animal, plant, or microbial life (Huether & McCance, 2008). Therefore, Genetics became one of the basic courses that must be taken by all students majoring in Biology, including in Biology Departement, Faculty of Matematics and Natural Science, State University of Malang, Malang (FMIPA UM).

Related with the structure of this courses, Genetics lecture at FMIPA UM has its own characteristics distinguishing it from Genetics lecture at the other universities. The Genetics course in FMIPA UM adopt the content approach, not the historical approach as in other universities (Khairil, 2009). Khairil (2009) continued, the lecture materials discussed at FMIPA UM not merely include Mendelism, but a hierarchical structure up to molecular biology studies.

The hierarchical structure of Genetics courses materials at FMIPA UM consists of seven major concepts. Those major concepts are: the understanding of genetics, genetic material, the reproduction of genetic material, the work of genetic material, the change of genetic material, population genetics, and genetic engineering.Those major concepts are then sorted into several subconcepts. Those materials are spread into two courses, Genetics I and Genetics II (Genetics I FMIPA UM Learning Plans, 2016; Genetics II FMIPA UM Learning Plans, 2016).

Besides the approach and the structure, there is another characteristic distinguishing Genetics lecture at FMIPA UM from the other universities. The characteristic is related to the fact that there are two types of practical activities in this lecture, classical and project practicum.In classical practicum, all students doing a practicum with the same topic, while in project practicum, each group receive a different topic.Besides, classical practicum only occupy one until three weeks, while project practicum can occupy until one semester.A vairety of topics can be studied and learned from those practical activities. A variety of model

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organisms are also used as a research subject, one of them is *Drosophila melanogaster.*

D. melanogaster is a species of fly (the taxonomic order Diptera) in the family Drosophilidae (Resh & Carde, 2009). The species is known generally as the common fruit fly (Vilcinskas, 2013).This insect has been used as the object of genetic research since the early 20th century(Dubnau, 2014). In fact, Capy & Gilbert (2004) states*D. melanogaster* is a research subject that very extensive used in the genetics field. The characteristics of this insects having a short life cycle, having only a few chromosomes, small genome size, as well as having giant chromosomes in its salivary glands, make *D. melanogaster* becamingmodel organism in variety of researchs. (Hartwellet al., 2011).

Various characteristics of *D. melanogaster* actually strongly support the use of this insect as a learning media in studying various genetics concepts (Fauzi & Corebima, 2015a;Fauzi & Corebima, 2015b;Fauzi & Corebima, 2015c). However, beside in FMIPA UM, the use of this organism is still not optimal. In fact, in most of universities, this insect has not been used as a model organism for studying various concepts of genetics. This fact is contrast with genetic learning in other countries that have generally use *D. melanogaster* as a learning media.

In some countries, *D. melanogaster* has often been used as a learning media in studying various biological concepts, especially the concept of inheritance.Because of it have short life cycle, *D. melanogaster* can be used as a research subject for several generation only in one acedemic year (Flannery, 1997; Sengupta, 2014; Sofer and Tompkins,1994). In addition, the technical advantages, such as an inexpensive maintenance cost, does not take up much space, and easy to maintain, have made *D. melanogaster* become more and more popular in educational institutions in some countries(Flannery, 1997; Jeszenszky, 1997;Sengupta, 2014; Sofer & Tompkins, 1994).

Based on the background, the study that examine or describe the use of *D. melanogaster* at Genetics lecture need to be done. Such studies need to be done in an attempt to popularize the existence of *D. melanogaster* that can be used as a learning media to optimize the Genetics lectures at various universities.The aim of this study was to describe the utilization of *D. melanogaster* as a model organism in Genetics I and Genetics II courses in FMIPA UM.

METHODS

The study was conducted with a qualitative approach. Data were collected by technique of interview, observation, and documentation carried out from January 2014 to September 2016. Research data collection was conducted supported by the research questions, interview guidelines, observation guidelines, and documentation guidelines. The data analysis technique was an interactive model of Miles and Huberman. The validity of data were re-tested using an extension of participation, persistence of observation, and triangulation.

RESULTS AND DISCUSSION
General Proccess of Courses Activities

In FMIPA UM, Genetics lecture is held at Genetics Laboratory, third floor of Biology Building, FMIPA.In this lab, beside the class design and learning media that are commonly found such in another classroom, there are also the stock of various *D. melanogaster* strains (Figure 1). Not only as a model organism for some researchers that doing a research at this lab, but *D. melanogaster* also be used as a model organism at Genetics lecture at this lab. Figure 2 shows some of flies strains that available in Genetics Laboratory FMIPA UM.

There are several reasons make *D. melanogaster* selected as one of model organisms at Genetics lecture in FMIPA UM.According to Prof. A. D. Corebima, M. Pd., one of Genetics lecturers in FMIPA UM that interviewed in October 2016, the main reasons why this flies are used as a learning media at Genetics lecture are:this organism has been internationally used in various genetics studies and some of those studies can be easily implemented at Genetics lecture in FMIPA UM.This is an agreement with Flannery(1997); Jeszenszky, (1997); Sengupta(2014); and Sofer & Tompkins(1994).

Figure 1. The Flies Stocks in Genetics Laboratory FMIPA UM

At Genetics lecture in FMIPA UM, *D. melanogaster* are usedin one of classical practium and in various project practicum. Here, the overview of the utilizing of *D. melanogaster* in two

types of practicum that held at Genetics lecture in FMIPA UM.
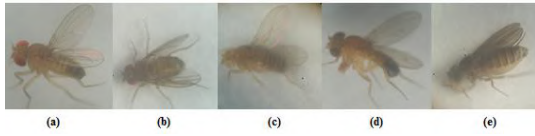
Figure 2. Some of flies strains that available in Genetics Laboratory FMIPA UM: (a) wildtype/ Normal; (b) black body; (c) white eyes; (d) clot eyes; and (e) black body clot eyes strain

Classical Practicum Activities

The presence of giant chromosomes in salivary gland of *D. melanogaster* larvae used as one of classical practicum topic at Genetics I course.Giant chromosomes also known as polythene chromosome are formed from repeated rounds of DNA replication without cell division (Henderson, 2004). The presence of this structure is effectively used as a subject of observasion in studying chromosomes.due to this structure are easy to seen in the light microscope.Moreover, this chromosomes are so large, elongated, and unwrinkled (Albertset al, 2007).

This practicum was held in eight meeting. The practicum activity preceded by an explanation about the practical procedures by one of courses assistants. After that, the students were given the opportunity to asking some questions related to that procedures if there are things that are not understood. If all students have understood the practical procedures, the practical activity began.

The practicum began with preparing the *D. melanogaster* larvae from the stocks owned by students.Then, those larvaewere placed in glass object and ethced with physiological solution.After that, the students were trying to separate the larvae head with its body using a needle.Then, students looking for larval salivary glands at the larval head.The larval salivary gland was choosen in this practicum due to the largest and the most familiar of giant chromosomes are produced in that gland cells (Henderson, 2004).After finding the salivary glands, the fat that attached around the glands were cleaned.These processes were carried out with the aid of binocular microscope.

After that, the FAA solution was dropped on the salivary glands and left until the color of the glands became white. FAA solution is one of fixative solution, so the addition of FAA preserves the salivary gland close to its original state (Stasolla &Yeung et al, 2015; Simpson, 2016). Then, students dropping acetocarmine and pressing that gland using cover glass.The addition of acetocarmine wil make the observation easier due to acetocarmine is a dye

that capable staining the chromosomes (Fukui & Nakayama, 1996). After that, students can observe the salivary gland and they started to search the giant chromosome from that gland.

This practicum is one of three classical practical activities that held in Genetics I course.This practicum takes time longer than two other clasical practium. Considering the difficulty of getting a giant chromosomes and the limitations of time and tools, each class is only required to obtain one giant chromosome. There are classes that directly get it after 1-2 hours of lab work, but the another classes takes days to get it.

After students obtained and observed the giant chromosomes, students were required to prepare an iterim report. An interim report is composed of images of observation and image-related information they have made. After the interim report was approved by courses assistants, the students were required to prepare a final report.The final report was collected two weeks after the practicum was held.

Project Practicum Activities

Practicum project is a practical activity carreid Genetics student for one semester. In this practicum, students are trained to find the idea or the problem of research, arrange a research design and research procedures, collect and interpret data, prepare a research report, until commuicate the results.The whole process was done by students themselves under the guidance of project assitant.There are 16 groups and 16 project topic in each semester. Thus, each group obtained a different topic with the others.This practical activities can be found both in Genetics I and Genetics II courses.

In Genetics I, *D. melanogaster* is used as a model organism in the project which is studying the patterns of inheritance, such as Mendel's First Law, Mendel's Second Law, nondisjucntion, crossing over, sex linked, lethal gene, and genes interaction.Several previous studies have reported that *D. melanogaster*indeed is able to demonstrate those various patterns of inheritance properly (Fauzi & Corebima, 2015a; Fauzi & Corebima, 2015b; Fauzi & Corebima, 2015c). Beside those topics,in Genetics I, *D. melanogaster* are also bes used as model organism in studying the effect of ultraviolet rays on the fecundity of eggs, mating behaviour, and sex ratio.

In Genetics II, *D. melanogaster* is used as a model organism for studying the effect of various internal and external factor on various genetics phenomena.The topics, such as the effect of age, artificial sweeteners, or harmful dyes, on sex ratio, crossing over and nondisjunction frequency. Some of those topics based on some studies that have been done by previous researchers, such as Abidin

(1997); Nurjanah (1998); Muliati (2000); and Yulapini (2002). Moreover, *D. melanogaster* are also be used for studying the other concepts, such as the utilization of sperm, mating success, and chromosomal mapping.

A series of project activities begins by dividing the project group into 16 groups in the first week of Genetics course. This was done randomly with the guidance of project assistants.Then, one of project assistants explained an overview and general rules related to project activitias.The overview and general rules of the project activities explained by the project assistant, such as students have to prepare a log book that used as a book for recording all practical activities in each day, students must maintain the cleanlinesss of the laboratory, and students are not allowed to disturb the courses when they doing the project activities.

On the second until third week, each group meet their project assitant to discuss the project topic, design the project experiment, and prepare the procedures.Some groups were instructed to collect a variety ofpublications and references related to their project topic as a basis for their research design.Those activities empowering students creative and critical thinking skill, two important thinking skills in 21st century (Larson & Miller, 2011). Then, the design and procedures that has been arranged by students were shown to their project assistant.When the design and the procedures has been approved by project assistant, students has been allowed to start their research project.

In the third until fourth week, students begin to received the flies that they will used as a model organism in their project.After receiving the flies, each group observed the phenotypes of each strain with the aid of binocular microscope.The four main phenotypes characters observed were the eyes color, the eyes facet, the body color, and the wings condition.In *D. melanogaster*, those characters are several characters that distinguishing one strain to the others(Chyb & Gompel, 2013).After that, the result of this observations will be checked by a project assistant.

In the fourth to sixth week, each group rejuvenate their flies stocks and isolated some pupaeto prepare the crossbreeding procedures (according to the procedures they have designed).Rejuvenation or *peremajaan* is the term refers to the multiplication of flies culture, while pupae isolation or *pengampulan* is the term refers to the activity of fly pupae isolation from culture bottles.Each culture bottle containing a standard mediumconsisted of

water, banana (Raja Mala varieties), fermented cassava, and palm sugar. The medium used for culturing the flies are similar to the medium used by various research (Fauzi & Corebima, 2015a; Fauzi & Corebima, 2015b; Fauzi & Corebima, 2015c; Fauzi & Corebima, 2015d).Figure 3a shows one of students who was cooking a standard medium.

The rejuvenation activitiy can be carried out nine to ten days after previous rejuvenation due to the generation time of *D. melanogaster* is about nine to ten days (Fauzi & Corebima, 2015d). Rejuventaion is done by moving a few pairs of flies to the other culture bottles that have been filled by a standard medium (Figure 3b), whereas pupae isolation is done by moving the black pupae from bottle culture with the aid of a wet small brush (Figure 3c).From pupae isolation will be produced hatchings of adult flies that ready to be mated.After conducting rejuvenation, pupae isolation, and crossbreed activity, the students must report to a project assitant (Figure 3d).

Figure 3. One of students who was (a) cooking a medium; (b) rejuvenate her flies culture; (c) isolating the pupae; and (d) report her activity to a project assitans.

In the eighth week, each project assistants began to instruct the students to prepare their project proposal.That proposal consist of introduction, literature review, and research methods. According to the results of interviews with project assistants in September 2016, the reason why student must prepare three initial chapters of their research report is that the quality of project report be better.Three intial chapters which have been prepared of each each groups will be checked by project assistant and the notes of project assistant used as the basis of the revision of their proposal.

In the eleventh week, project assistant announced the order of the group will present the project result.Therefore, each group was instructed to completing the project report according to the guidance of each project assitant.Project report should be prepared the day before they present their results. The project report then was copied as many as 16 copies, one copy handed over to the assistant project, while 15 other copy handed over to another project groups. The presentation of the project activities conducted at week 13 to 16. From this activities, one of skills students need to have,

communication skills, have been empowered (Larson & Miller, 2011).

After presentation session, discussion and review session were held. The disucssions session provide an opportunity for the other project groups to give feedback, suggestions, and asking some question to the group who have made presentation.Review session are session providing the inputs and examination the concept by project assistant related to the presentation made by the project group.After presented their project results, each group were given the opportunity to revise their project report, according to the feedback, suggestion, and notes from their project assistant.The revised reports were collected one week after the presentation weeks end up.From preparing a proposal, writing a research report, until revising research report, students were trained to write a good paper. So, beside oral communcation, the students writing skills were also trained, two communication skills must be developed through learning (Shireman, 2009).

The Benefits

Various benefits can be obtained by students through the use of *D. melanogaster* inpractical activities that they do. One of benefit is the students can learn various genetics concepts contextually.In the contextual learning, allows the five forms of important learning activity, namely relating, experiencing, applying, cooperating, and transferring. (Santoso, 2010).The fifth form of learning is apparent on lab activities atGenetics lecture in FMIPA UM. Through implementing the learning such like this, learnig activity can change students' lives and help them achieve academic excellence (Johnson, 2002).

Furthermore, by the activities encouraging students to do research based on their own design, students are trained to be a real researcher. Through project activities,students are trained in performing some of scientific method, such as finding a research idea, composing research design, conducting a research, interpreting the data, making conclusion, making research report, and communicating the research results. Thus, during studying the various concepts of genetics, the students did the same thing with what has been done by scientist. This kind of learning is a learning that most appropriate in science learning (Srisawasdi, 2012).

The Obstacles

During the observation, it seem a few number of groups difficult to met with their project assistant. Althought all of project

research activities carried out by the students themselves, but, sometimes, the guidance from project assistant is still needed.The presence and the guidance of project assistant aim to minimize errors in research implementation. Moreover, some students are also less experienced in conducting research.Consequently, when some groups difficult to met with their project assistant, the research progress of these groups are inhibited.

The other thing is, there were some groups were not able to complete the project.It was revealed from the observation activity and supported from the questionnaires that have been filled by students who had been taking Genetics I course in 2015/2016 academic year.Based on the results of the questionnaire revealed that 76.4% of the students were not able to complete the research data.This condition occur due to several reasons, such as the contamination of other organisms and the lack of discipline in condcuting the research project.

Moreover, after conducting interviews with project assistants, it was revealed that a few number of group also lack an understanding about what they do. This condition also seen when they presenting their research report and the quality of their research report. In addition, based on the questionnairethat have been filled by students, 9.75% of the students were not design their research by themshelves,but, they just copied the research procedures from their seniors.

The Recommendation

Generally, Genetics lecture in FMIPA UM has quiete good.The series of learning activites has able to empower students thinking skills and facilitate students to learning genetics contextually. However, the lab activity process can be optimize if the obstacles were found during lab activities can be overcome or minimized. One alternative that seems to be able optimeze the lab activity at Genetics lecturein FMIPA UM is the preparation of practical guidebook.The book is not a **recipe** or **cookbook**, but just a guide that can be used to help students to find the project idea up to write a research report.Cookbook labs are driven with step-by-step instructions and requiring minimum intellectual engagement of students (Wenning & Vieyra, 2105). So, cookbook is avoided because the principle of practical activity at Genetics lecture in FMIPA UM is inquiry learning.

CONCLUSION

The research results showed that by using *D. melanogaster* as a model organism, students can learn the genetics concepts contextually. Furthermore, by the activities encouraging students to do research based on their own design, students

are trained to be a real researcher. The book as the guideline that can be used by the students and project assistants may need to be provided to optimize the courses of Genetics at FMIPA UM. That book is not a recipe or cookbook, but just a guide that can be used to help students to find the project idea up to write a research report.✍

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ISLAMIC BOARDING SCHOOL LESSON PLANNING (CASE STUDY AT *PONDOK PESANTREN ROUDHOTUT THOLIBIN* LETEH REMBANG, CENTRAL JAVA)

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ABSTRACT

Pesantren (Islamic Boarding School) constitutes an original Indonesian educational institution. Within it, there are a teacher called Kiai, Several masters (teachers), and students (students) who stay in it. In general, there are halls, rooms (small mosque) and mosque, a house for the kiai and one set of dormitories for the students to reside. The result of this study suggested that: (1) the teaching and learning planning in Pondok Pesantren of Raudlatut Thalibin had accommodated the five criteria in teaching and learning planning items, namely a) yearly planning, b) half of planning, c) course content analysis, d) course unit program, and e) lesson plan. (2) The teaching and learning implementation in Pondok Pesantren of Raudlatut Thalibin. The research results Showed that every teacher were free to take the most suitable strategy as well as the most Appropriate methods that were matched to the course content to be taught, the real condition of students, and the available resources. The course content derived from classical books from various branches of religious discipline. (3) The learning evaluation in Pondok Pesantren of Raudlatut Thalibin was done in two ways. The first way was classical. For the purpose to assess students's achievement, a final term test was conducted in each end of the semester. The second one was a non-classical which was determined by Kiai / chaplain. Based on the research result, the suggestions proposed by the author were: Firstly, in the teaching and learning planning stage in schools, (1) it was Necessary to prepare the outline of teaching programs and clear curriculum, in the effort of maximizing the course contents delivered to the students, (2) the course contents, methods, objectives and equipments of teaching and learning needed a well plan, that was the presence of written planning, (3) teaching and learning activities required a development to Achieve the maximum result. Second , in teaching and learning implementation phase in schools, it was suggested (1) to optimize the use of the available time, (2) to include usefulness-based and geographical-oriented general educational materials and Reviews those related to students' s life-skills , and (3) to add more daily language-based activity, par- ticularly Arabic and English to improve Reviews their expertise in foreign language. Thirdly, in teaching and learning evaluation phase in pesantren, (1) evaluation criteria, evaluation program arrangement, scores of data collection , and establishment of evaluation in curriculum needed more attention, (2) evaluation in moral aspects should be maintained, Including the activity of mujahadah that was Necessary to be conducted forever, as the Prove of the boarding school 's superiority Compared to other educational institutions.

Keywords: learning planning, pondok pesantren

Pesantren is a native Indonesian Islamic educational institution that is recognized by the extension anywhere in the world, as an educational institution which successfully developed the teachings of Islam in Indonesia. Pesantren have unique characteristics, such uniqueness lies in its educational system oriented godlike (Mastuhu 1994: 57) means the pesantren view that teaching and learning is a unity alloys or melting in the totality of everyday life, all the activities of students orientation worth of worship and very thick with spiritual values, even students still believe their special aurad *(spiritual endeavor students to carry out the deeds given clerics, good practice which should be carried out regularly and restrictions that should be avoided students)* who are believed to accelerate mastery scientist Islamic sciences were taught by kiai, for residents of boarding schools, studying in boarding schools do not know the timing, when to meet and when

to finish, was also the target of what should be achieved (Mastuhu 1994: 59).

As the main axis of the dynamics of social, cultural, religious and traditional Islamic societies, schools have formed a *subculture* sociological-anthropological as public schools. In schools there are *five* basic elements into Islamic tradition, namely: students (students who learn the Koran to the clerics), hut (dormitories for the students), mosques, teaching of classical texts, and kiai. (Lender 2009: 44).

In accordance with the title and formulation of the problem above, the focus of this research is the learning management boarding and taking research location in the boarding school Raudlatut Tholibin leteh Rembang. From the above research issues such as further described in the following research questions: (a) How is the learning plan Roudlatut Thalibin boarding school? (b) How is the implementation of learning Roudlatut Thalibin boarding school? (c) How learning assessment Roudlatut Thalibin boarding school?

Based on the focus of the above problems, the purpose of this study are:(a) To describe and analyze the learning plan in boarding school Raudlatut Thalibin, then describes the planning that has been made by the boarding school, especially in the areas of learning; (b) To describe and analyze and explain the assessment procedure to reporting assessment of learning; (c) To describe and analyze the implementation of learning, as well as revealing of all actions concerning the implementation of learning.

Learning management at boarding school

Hamalik (1999), in interpreting the learning management uses the term *learning management,* consisting of management and learning. Management is defined as the ability or skills to get results in the achievement of specific objectives through or by means to motivate others. While the study, is defined as a process of changing behavior through the interaction between the individual and the environment.

Effective classroom management requires the ability to create, sustain, and improve classroom as a teaching and learning environment that is effective. This includes; the allocation of time and space, the distribution of learning materials, recording and data storage student behavior.

Learning management schools that include the implementation of management functions including planning, implementation, and assessment (evaluation), are not the only determinants of success in achieving its objectives. It also determines the success of learning in the boarding school is muttu / quality management effectiveness and motivation religious teacher / teachers. Effectiveness basically showed a measure of the level of concordance between the results achieved with expected results, as has been set. While the motivation is the driving force that led to a member of the organization want or be willing to carry out activities in accordance with the obligations and responsibilities in order to achieve objectives.

Planning Learning

Of planning will manyangkut learning curriculum. In the case of this curriculum are many opinions of experts including Nasution (2003: 8) says "The curriculum is something that was planned as a handle in order to achieve the goal of education". What is planned is usually in the form of an idea, an ideal of human or citizens to be formed. While Cresswell (1999) defines "kurikilum as a

number or a whole experience that directly or indirectly affect the schools". And this sense indicates that the activities of the curriculum is not only limited in the classroom, but also include activities conducted outside the classroom, which means all a learning experience or the educational experience for students is essentially the curriculum (Mukhtar, 2003:29).

Learning implementation

Implementation of learning is an ongoing process of teaching and learning in the classroom. In this case, the teacher acts as a designer, manager of the learning process, acting as a facilitator who seek to create effective teaching and learning conditions, thus allowing for true learning to walk with good and considering the subject enough then there is a division of teachers in certain subjects holding.

Implementation of learning at boarding school includes study time, faculty / teachers, the language of instruction, teaching system, the implementation of the curriculum and learning strategies.

Learning assessment

In terms of valuation, not only on learning outcomes, but also the course of the learning process. So it can be effective whether or not a method, or material. Assessment process is important, too, because the results will be affected from the process. If the process goes well and nice to be directly proportional to the results to be achieved.

Assessment or *evaluation* of the success rate of students achieving the goals set in a program. Synonym evaluation is *assessmant* according Tardif (2000) means the process of assessment to describe the achievements of the students in accordance with established criteria. There is also a mention tests, tests and quizzes (Muhibbin, 2003: 195). According to Tyler, defines that evaluation is a process of collecting data to determine the extent to which, in any case, and how the educational goals have been achieved.

Broadly speaking, in the learning process, evaluation or assessment has main functions as follows: (1) to measure the progress and development of learners after learning activities for a certain period, (2) to measure the extent to which the success of the teaching system used and (3) as a material consideration in order to improve processes of teaching and learning (Harjanto, 2005: 278). Hamalik (2003) divides the types of evaluation are: First, the summative evaluation, which is to determine the rate of progress of student learning outcomes. *Second,* the evaluation of the placement, which puts students in teaching and learning situation matching. *Third,* diagnostic

evaluation to help students cope learning difficulties they face. *Fourth,* formative evaluation that serves to improve the learning process.

FRAMEWORK THINK
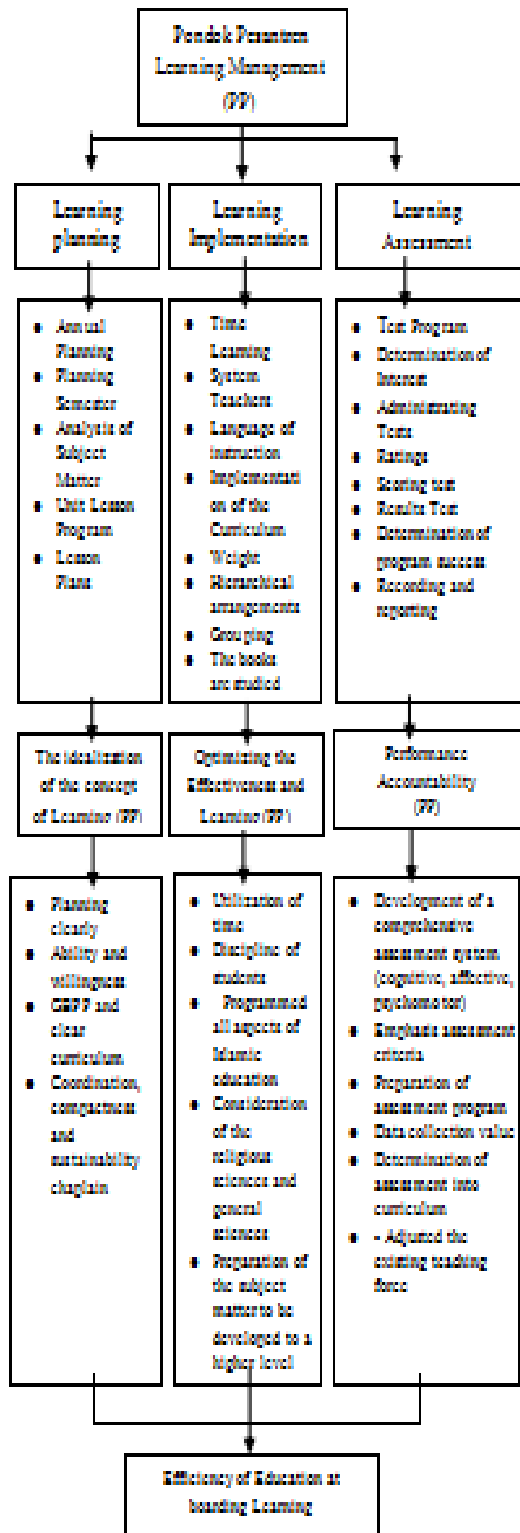
METHODS

Denzim and Lincoln mentioned that qualitative research is to approach the subject in *its natural setting* and tries to understand or interpret the phenomenon under study to describe a certain reality. Qualitative Methods is a research method that is used to examine the condition of natural objects, where the researcher is the key. In line with the above opinion, a qualitative approach using the natural environment as a direct data source, analytic descriptive, emphasizing on the process not the outcome, inductive and prioritize meaning. So the target of study is the prevailing patterns and striking based on manifestation of symptoms that exist in human life.

In this study, all of the data collected by the researchers as the main instrument and performed at the boarding school Roudhotut Tholibin. This means that researchers themselves who make observations, interviews, and collecting the necessary documents. Collecting data in this study was not intended to test the hypothesis, but rather to describe the data studied. Thus researchers whose mission descriptions, which aims to describe a very complex study, focusing on the process of interaction between people, and examine in detail and depth the specific cases (Sonhadji, 1999: 55).

The following are the informants as respondents in this study, namely: (1) Caregiver boarding school; (2) Head cottage; (3) Principals; (4) Ustadz; (5) Students. Starting from key informants were then developed to look for other informants with the snowball technique *(snowball sampling).*

RESULTS AND DISCUSSION
Results
Pesantren Lesson Planning

Lesson Planning in schools is basically not much different from public schools and madrasah. Only in schools not specifically express 1) the annual plan; 2) semi-annual plan; 3) place of learning;4) analysis of learning materials.

To create an annual program, organized by school calendars associated with the holiday schedule, as well as other activities, such as daily tests, replicates the middle semerter and semi-annually. In arrange annual plan, as revealed in one of the cleric and head of the cottage as well as the following; to make annual plans are usually the pesantren, is already making plans semesters, starting in July-December. Because in making this adapted to the existing activities both in the cabin and in the madrasah. In arranging the annual plan, as revealed in one of the chaplain and also as head of the cabin as follows;

"..... To make annual plans usually boarding party, which has been made under the new pencananya academic calendar. While the plan semesters, usually starting in July to December. Because in making it, adapted to the existing activities, either in boarding schools or in schools or madrassas ".

This program is one part of the lesson plan, which includes the allocation of time in each year. It is useful to assess whether the program created what already reached the target yet. If not field or any aspects that need to be addressed.

This semester program is used for a rate hike in the education of students who participated. From prep school (SP) to grade IV (four) Madrasah Diniyyah Khususiyah. Term planning is useful as a reference in the preparation of teaching programs and the allocation of time in studying the books of yellow at the school. Data in the field as the narrative caretaker cottage also chaplain as follows:

"..... The benefits of the semester planning is very important, sir. Ie as a reference preparation of teaching programs yellow books, reference preparation of learning activities, reference use or preparation of teaching time sharing "

Based on direct observation and documents (see table Lesson Schedule and Scriptures are studied, namely, table 12 and table 13), not all religious teachers make teaching programs carried out during the semester. In this institution there are only lesson schedule, which contains the time, the books are studied and taught religious teacher.

Learning implementation

Implementation of learning in these schools is *teacher centered,* when using bandongan method. And the nature of the *pupil center / student oriented,* when using the method sorogan, discussion and dialogue. Teachers read books equipped with the meaning of words per word with the Java language and annotated with explanations as necessary, run as it is, and conducted in accordance with the applicable rules. From interviews with one of the cleric explained, the subjects and sub-subjects do not exist, that there is the title of the book and the contents of each chapter in the order schedule madrasah.As for the method there were read and explained, there are chanted then explained. As for the means,

the only book that needs to be owned by each students and learning predetermined time schedule.

Honor or bisaroh the preachers divided into two chaplain in the cottage and the cleric from outside the cottage. For the chaplain in the cottage status to students, they do not get a fee. As for the religious teacher from outside the cottage they got money bisyaroh or honor, this involves the process of learning process.

Learning assessment

In assessing the learning outcomes, then the principal is written tests and the time after the completion of the formal test. So for children who want to go home for the holiday must wait for the completion of a written test madrasah. Due to follow the activities of the madrasah is a must.

Evaluate (assess) the learning process is an attempt to give value to the teaching and learning activities undertaken by learners (students) and teachers (cleric) in achieving the objectives of teaching. In evaluating the effectiveness and extent of these visits efesiennya in achieving the goals pengajaraan or behavioral changes peseta learners (students).

Assessment or evaluation is one important procedures, which must be done by a cleric in the learning process. In this case, is divided into two kinds of 1) the procedures and criteria used in the classical system; and 2) the assessment of the non-classical systems.

DISCUSSION

The study's findings are based on analysis of data from the data collected through observation, interviews and documentation.

Lesson Planning Pesantren

Planning learning activities in schools are basically already implemented. In terms of the annual plan, which is compiled based on school calendars, which are associated with the holiday schedule, daily tests, midterm, semester, and other education activities. Planning is based on the semester calendar AD, it is adjusted to public schools and madrasah. Analysis of the subject matter, no, because it is impossible to analyze all the material taught. Lessons are given, referring to the books *(yellow)* classic. Program unit of lessons, not composed as stipulated by the rules of the modern curriculum. Meanwhile, in a lesson plan, the bottom line is mastery of the material and the practice of the books that have been learned.

Learning Implementation Pesantren

Implementation of learning is *teacher-oriented,* when using *bandongan;* and is *student oriented,* when using *sorogan,* musyawaroh and dialogue. Ustadz read the book, equipped with the meanings of

words such language perkata with such raw; *utawi, iki, iku,* and so forth.

Study time on non-classical systems, dilakuakan after fard prayer, and in the classical system based on semi-annual time allocation. The system uses a system of teachers teaching subjects. The language of instruction is Javanese, Indonesian and inherently rigid.

Teaching system used is, *first, the salafi* (traditional), which refers to the tradition of learning that is not tied students in classes, grading and curriculum levels. Learning methods are implemented using *bandongan, sorogan,* discussion, and dialogue. *Second,* the system *'Ashri* (modern), which refers to a classical system, which has penjenjanagan and basing on the curriculum.

The implementation phase of the curriculum, include; 1) the weight of the curriculum, based on the level of ease and complexity of the science or the issues discussed in the book; 2) penjenjangan, in the classical system consists of preparatory classes from preparatory classes (SP) s / d class IV. In the non-classical forms, pesantren leaders have set up a schedule of students, and students are free to choose any book that followed read; 3) grouping of subjects, is based on the books *(yellow)* classic, which includes areas of study, such as: *Tauhid, Tafsir, Hadith, Fiqh, Usul-Fiqh, Sufism, Balaqoh, Mantiq, Akhlaq*and Arabic; 4) books are studied, focused on the development of religious sciences through lectures books *(yellow)* classic.

Learning Assessment Pesantren

In order to measure the success of the learning process in schools, the evaluation program is divided into two, namely:

First, judging on the classical system. It can be seen that: program of tests used are religious teacher-made tests / teacher. In order to achieve the desired objectives of the program, students who come from public schools and religious schools, segregated learning system. Administrating tests, such as the scheduling of tests, is in conformity with the existing academic calendar. Selection of meaningful tests, conducted by scholars whose teaching. While pensekoran tests, which include: klafikasi and tabulation; statistical analysis; analysis and presentation; the use of norms and standards, as well as an analysis of the mistakes have been applied in this institution.

The results of the test, useful for graduate students to determine whether or not, the students in education that followed. Determination of the success of the

program, namely the end of each semester, a written exam is held. The results of this test, put the book rapotr as a result of the learning achievement of students at the semester. While recording and reporting have started to be made from the beginning until the end of the program. *Second,* judging on non-classical systems. No semester exams or exam grade. The emphasize is more assessment individual self students, has been the extent of his ability to understand the scriptures taught. With a self-evaluation, the students can measure their own results of their study, and not at all a possibility for manipulation of values.

Management's Discussion boarding school

Learning learning management includes planning, implementation of learning, learning assessment. In this case, the planning involves planning the annual, semester, course material, material analysis, and lesson plans that the timetable that has been made of one year. The success of learning can not be separated from the role of the teacher. According to the Law on Teachers and Lecturers No. 14 Year 2005 Chapter I Article 1, "teachers are professional educators with the primary task of educating, teaching, guiding, directing, train, assess, and evaluate students on early childhood education, formal education, primary education and secondary education".

Lesson Planning Pesantren

Planning is a very important part in the learning program. Good planning is a part of the success, because with the planning, implementation of the program will go more smoothly and easily.Of planning will related learning curriculum. In the case of this curriculum are many opinions of experts including Nasution (2003: 8) says "The curriculum is something that was planned as a handle in order to achieve the goal of education." What is planned is usually in the form of an idea, an ideal of human or citizens to be formed. While Cresswell (1999) defines "curriculum as a number or a whole experience that directly or indirectly affect the school." This is because the plan contains the step of guiding the implementation so that it can run smoothly. In addition, to anticipate the possibilities that may occur in the future.

Thus, planning is also very important in the learning program at the school. Planning learning in schools, can not be separated from the vision and mission as outlined in the pesantren. In this pesantren important is print da'wah cadre *ahlis Sunnah wal-Jama'ah* which has a high ability of science and *berakhlaqul al-karimah* and capable of *commanding the good air nahi evil* nor good *bil-*

*bil-af'al aqwal,*wherever they are and whatever profession and an occupation.

To book learning, although every cleric there who make it in terms of learning plans. However, often times without any written guidelines in implementing pengajaranya. In boarding schools, unlike only in formal institutions such as schools and madrassas, in terms of making the lesson units. In formal education provides key aspects specific teaching objectives, learning activities and evaluation (Sudjana, 2000).

Learning Implementation Pesantren

In the implementation of learning activities is arrange device learning activity (KBM). These devices are generally made jointly by the cleric who teaches at the boarding school. All chaplain arranged, but only in part that actually use it for the sake of teaching or maketh learn some vital lessons as a guide in the implementation of the teaching and learning activities. Most other chaplain less to use the KBM.

Tholibin Roudhotut boarding school every Tuesday evening after sunset the students activities and continue musyawaroh khitobah. In the earlier tradition of stewardship of the boarding school usually headed by the village chief (head hut) that is directly elected by the students in a period of three years, which is composed by students, pengusus daily, sections, chairman of the rooms (complex).

Implementation of learning in Pondok Pesantren, include:

Ttime to learn

In the classical system of education pathways (madrasah), in the calculation of the effective day to learn. Pondok *Pesantren* Roudhotut Tholibin apply the time to learn every day, namely in the mornings in formal schools, the evening at the madrassa and night to study together in the hall, and after the morning prayers read asmaul husnah and Koran *Tafsir Jalaian* that in ampu directly KH. Yahya C. Staquf, finished at 06.00.

Teaching system

What is meant teacher (cleric) here is, those students who have earned the trust and has been tested directly by pesantren (scholars). For instance specifically about teacher nahwu-shorof he had already mastered these, *Al-Fiyah Ibn-Malik* as well, this is an absolute requirement.

Language of instruction

Every day is scheduled recitation book every level five or more, and each students are required to follow a minimum of three books. In recitals *sorogan form,* students read his book before the cleric or scholars. In this school had raised various masters that assist kijaji to educate students.

Teaching system

System of teaching in schools that use the traditional system or *Salafi,* as implemented in the yellow book that applied teaching in schools, using *sorogan* and *bandongan,* which is nothing other than the traditional pattern of the basic principles of complete learning system and advance sustainable. In practice, there are students who also practice reading *(sorogan)* and there were just listening only *(bandongan).*

Stages of implementing the curriculum

Learning has been implemented according to schedule, that is, after the Asr prayer. The rules go to class, starting premises prayers, have been implemented. Pupils enter special look, then sat in class and start berdo'adengan briefing guding religious teacher.

Learning accordance with the rules at the bandongaschool n, there is also a model of sorogan. From the way the teacher bandongan just read and explained. Moderate to sorogan way students are trained to read. Both methods each have advantages and disadvantages. Excess bandongan, faster completion of his book, but students may not be able to read books that are taught. For sorogan way, students can train themselves to read, so hoped when the home will also be able to read at home each on others. The weakness of this model is the implementation of learning becomes slower.

Learning judging Pesantren

Judging of the learning process in schools in view of very important, because as controlling the quality of learning with curriculum objects varying in boarding school. By judging process, any input obtained from the evaluation process can be used to know variety and weaknesses of the various components that are present in a lesson. Thus it can be used to improve the quality of learning, and as the ultimate goal, the results of this assessment will be useful to optimize the learning process.

With this assessment, boarding Roudhotut Tholobin be able to control the course curriculum, although through three stages such as preparation madrasah *wusto* (medium) and Takhasus. Sebagaiman cleric cooperating with the head of the room to get the information of students.

Peniliaan learning process carried out by the cleric, who is based on three findings kretaria. *First,* cleric has done as an important component of the assessment. *Secondly,* the cleric has done so, but has not reached all students. *Third,* the cleric has not made judging process. Thus, although the process value is

recognized as an important component in practice less attention.

CONCLUSSION AND SUGGESTION
Conclussion

In principle, planning activities at boarding school learning Roudotul Tholibin leteh have been implemented, such as planning at this institution, basically not much different as is done in public schools and madrasah.

Implementation of the learning begins from *the first* time to learn, to study the non-classical as read Al-Quran is done after the Isha prayers and sebeum dawn. While the classical period, ie at 15:30 until 17:30 hours. particularly the implementation plan tailored to the schedule, and the cleric in charge, to set the time, the weight of the material, the material evaluation, expected competencies and learning jstrategi. Among the methods of teaching with lectures, with the term *bandongan* and *sorogan* , have been implemented.

Second , the system taught to use a system of subject teachers. *Third* , the introductory material using the Java language. *Fourth,* to systems swarms, implementation is *teacher-oriented* , and for systems sorogan is *student oriented* . *Fifth* , discipline students, by setting a daily schedule, and class divisions for the classical and the density of the schedule is so tight, encourage students to work on time start of formal schooling is finished 13:45 hours then break until 15:00. And is used for Asr prayer together. Only after that into the classroom for the course. Time used pelajaaran gem is one and a half hour or 90 minutes, starting at 15:30 of incoming and outgoing 17:00. evening meal and preparations continued maghrib prayers in congregation. With students who live in the cottage, then discipline departing assured, no late, so learning running smoothly. *Sixth* academic calendar madrasah adjusted to the school calendar. When the academic calendar of the school entrance, the madrasah also sign so when holiday.

Seventh- learning books in schools by way cleric read the book, include the word meaning perkata with the language standard, as *utawi, iku, sopo, ing,* and so forth, and the chaplain explained the contents of the book. *The eight* groupings of subjects based on the books classic. *Ninth* bottleneck occurs because students are often focused on school,

thereby reducing the concentration of the subjects taught in the madrasas.

Suggestions

The first planning needs to be clarified, so that it can be considered the results of its outputs, and can be estimated in one semester or one year students got what. Both the willingness and welfare through comparative studies. Thirdly the need for coordination and cohesiveness, continuity good chaplain with the cleric, chaplain to students and students with students, the fourth is need for filtration systems interests of prospective students. And a need for standard inputs and outputs, so that students are concerned when going in and out of schools, and for the institution of the pesantren itself in terms of recruiting students.

The first should be to maximize the time spent on teaching. Both the discipline of students needs to be improved. Third continuity studied the books need to be considered, so that students increasingly dominate what is learned. The fourth addition of habit to use Arabic and English. Fifth giving an opportunity to the students to develop their talents and interests. Sixth diuapayakan efekif learning models and efficient in reviewing the books of yellow (classic).

The first emphasizes the assessment is moral / morals. Both multiply assessment in the form of practice, such as the recitation *sorogan* book, reading the Qur'an. The third assessment test models remain held as usual end of each semester. Fourth giving progress reports remain to be implemented end of each semester, because as written evidence and a report is useful for parents. The fifth assessment of all operations, and educational facilities are used as classrooms, as well as a cozy library room.

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LESSON TO READING LETTER OF JAVA USING RPG GAMES

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ABSTRACT

Java language is one of the subjects less desirable students. In some specific material students are also difficult to accept the subject matter. The indicators can be seen from the attitude of students who lack passion in receiving the material. Another indicator that shows students have difficulties ie from student scores less than satisfactory. The material is considered to be quite difficult by the students, which is reading the letters of Java. There are several causes of students' difficulties in accepting the material. One reason is of instructional media used by teachers. Many teachers who have difficulty in making learning interesting media for reading material Java letter. This paper attempts to help teachers to make learning interesting media for reading material Java letter. The main idea in this paper is to make a game that is interesting to read the material Java letter. Games that are considered attractive by students in today's modern era is, game-based multimedia. Under these conditions, the idea to create a game that can be played through the laptop, pc, even smart phones. The concept of the game will be made, namely RPG (Role Playing Game). The essence of this game is to create a Java letters into a word. The higher the level is achieved, then the arrangement of letters of Java is no longer a word but rather into a sentence. In order to be an interesting game, then taken a heroic story and scenes in the game. The heroic stories taken from the puppet story entitled Bima Suci. Taken story of Bima Suci, since the story is full of the value of character education. The story tells of a Milky in the study. This is expected to be a good example for students.

Keywords: letters of java, RPG games, education games, learning, java language

During this time many people assume that the Javanesse letter is ancient. Javanesse letter does not suffer the same fate with Japanese letters, Chinese letters, Russian letters, nor Arabic are still widely used. Many people who renounce the use of Java letter. Java letter in the modern era used only in certain places or only at certain events. Many people who only know the form of letters of Java, but can not read. It asserts that the existence of the Java letter in community has been very minimal.

Issues regarding Java letters not only in society but also in school. Java language is one of the subjects that are less in demand by students. Particularly in the case of learning Java, students have difficulties in learning. Rohman, et al (2013) says, from interviews and observations in mind that in Javanese script learning, teachers have not been using a variety of models, methods, and media that can bring the active participation of learners.

Other studies on material issues Java letter also made by Mahmudah. Mahmudah (2013) argues, poor reading skills of students reading lettered Java caused by several factors, namely: First students have less interest in learning the Java language. The second reason is less interesting learning methods of students. For the past that students assume that the material read reading lettered Java is a subject matter that is difficult to master, so that students become already afraid to learn.

There are similarities in the two studies above, namely the lack of interesting methods of teachers. Based on the underlying idea of a media to help learning to read the letters of Java. This paper tries to help overcome these problems using instructional media, although still limited ideas. The use of such media is also required on the Java Language subject which is considered quite difficult by most students (Hasani, 2013).

The main idea in this paper is to create a media of learning Java letter in the form of educational games. This educational game designed to be played via a PC, laptop or smartphone. Selected media game because many students who love the game. Prayogi (2013) said, reading the letter Java skills are skills that require habituation and training continuously. Based on the statement, the students are expected to more frequent often read the letters of Java through this game.

Game genre in this paper RPG (Role Play Game). Selected games RPG genre for the results of a survey of this kind of game a lot of interest in Indonesia. Fuqoha (2015) said, the survey results indicate that the RPG genre game ranks first with a percentage of 46%. But still a little carrier that makes the game as a RPG bergnere educational game. It became one of the reasons the author to develop the RPG genre game into an educational game. More detailed explanation of these ideas will be presented in the next section.

Learning Media

Sari (2014) argues, instructional media used to help visualize the abstract teaching materials and also makes the learning process more interesting. Fuqoha (2015) says, learning media can be regarded as a source of learning is not merely an intermediary to deliver learning. Kusumastuti and

Agustin (2015) says, learning media is a tool that serves to convey the message of learning.
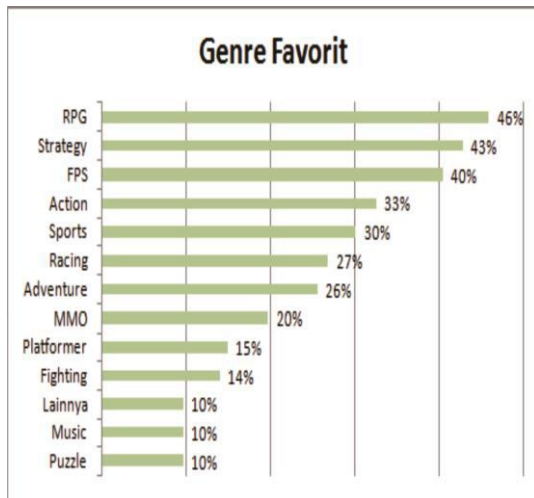
Education Game

Games that used in learning is often called educational games. Educational games do not have to imitate reality, but more importantly can provide a fun challenge for students (Rusman in Fuqoha 2015). Sari (2014) says, in the educational games are a blend of animation and narration make students interested, so the games have enormous potential to build student motivation.

Role Playing Games (RPG)

Sari (2014) describes, Role Play Game is a game that the players play the role of a fantasy character in a narrative adventure. Fazri Aziz, et al (in Fuqoha 2011) also argues RPG (Role Play Game), a game in which the player can control the characters as the main characters in a story. As the main character, players can browse, interact, and participate fully in the story. In addition, most of the RPG game is played like a drama with a storyline that long to finish an RPG game. Erwin and Purba (2013) says, Role Play Game (RPG) is one type of game selection because it contains elements of a complex story and acting that makes the user feel like being her character in the game.

Discussion

The method that used in designing this game is literature study. A literature study was used to collect the previous research on the RPG and lesson to reading Java letters. The basic idea of the game is trying to combine a scrabble game, puzzel, and RPG. But the basic concept of the game is still a RPG game. This game uses the Java language. Variety Javanese that used is ngoko lugu. This game is called

"Bima Lelana". The name comes from the story of the puppet called Dewa Ruci. The story of Dewa Ruci describe a student to seek knowledge even if encountered various obstacles. Students are expected to know the story of Dewa Ruci same time know and practice the values of character education in it.

Storyboard

This game tells the story of Bima who seek knowledge of truth. Bima then asked Durna, how to get true knowledge. Bima sent to several places by Drona. Some of the places that he visited is Candramuka mountain and deep ocean. In this game does not exactly match the story of Dewa Ruci. There are additional grooves and figures that must be faced by the Bima. In this game, the Bima first met with Durna to execute commands. Bima then look for places that were ordered to defeat the enemy. In order to defeat the enemy, players must compile Java letter provided in the box. The attack carried out alternately. If the player wins, will receive a prize of opening one by one javanesse numeral or murda script. Murda script or java numeral may increase the level of damage on your opponent. In certain places (depending players roam the map), players will get a bonus in the form of armor or weapons. The armor and weapons affect the damage and defense players.

Hirarki

This hierarchy chart contains a collection of work systems. Hierarchy is divided into several sections below. a) Miwiti anyar use to start a new game; b) Lanjut use to continue the games that have been played; c) Metu use to exit the game.

Hirarki Main Menu: a) Bebana contain the prize of battle or exploration; b) Digdaya contain capabilities; c) Pusaka contain weapons possessed; d) Status shows the condition of the player; e) Wujud is the ultimate form of joint digdaya, pusaka, and status; f) Simpen use to saving; g) Owahi is setting feature; h) Mbalik serves to return consisting of wiwitan (back to the start menu), metu (out of game), wurung (cancel the order)

Hirarki Battle System: a) Tarung is a function to fight the enemy; b) Nyerang to take the fight; c) Digdaya to use the ability; d) Endha use to avoid; e) Bebana to use the gifts of guns

CONCLUSION

The design of this game is expected to help teachers and students in the process of learning to read the letters of Java. Through this game can familiarize students are expected to read and write a letter of Java although only in the game. This design is still a lot of shortages. One of them is the absence of a prototype of this idea, because it is still only a notion.

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STRENGTHENING OF PRINCIPAL COMPETENCE THROUGH IMPLEMENTATION OF INSTRUCTIONAL SUPERVISION

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ABSTRACT

Principal as a leader in his/her school has a strategic role in improving school quality. In order for that role to be effective, a school principal should have leadership competencies. Five competencies that must be owned by a principal, namely: managerial competence, social competence, supervision competence, entrepreneurial competence, and personal competence. In this study will be discussed on the competence of supervision, especially instructional supervision. This competence hasaim that principal is able to provide assistance to teachers in solving problems in the classroom. This capability must be owned by the principals to the learning done by teachers working effectively so that student performance can be increased.

Keywords: competence, principal, instructional supervision.

One program that can be held in order to empower teachers are instructional supervision. Instructional supervision is a series of activities to help teachers develop their ability to manage learning process for the attainment of teaching and learning. Instructional supervision is an attempt to help teachers develop the ability to achieve the goal of teaching. The essence of instructional supervision is to help teachers develop their professional capabilities, include: increased knowledge and teaching skills of teachers, increased commitment and motivation.

Strategic position of teachers as professionals make instructional supervision program become a strategic program that must be done by the principal. It has been established inthe Regulation of Minister of National Education (Peraturan Menteri Pendidikan Nasional, Permendiknas) Number 13 Year 2007 on Standards for SchoolPrincipal that one of competencies required of a school principal is the competence of supervision. Therefore, a high school principal must be competent to supervise teaching. A school principal should be able to increase their competence through a variety of activities, such as Principal Working Group, seminars, training, workshops, and other increased professionalismactivities.

PRINCIPAL LEADERSHIP IN SUPERVISION OF TEACHERS

The ability of school leadership is a major determinant of teacher empowerment and quality improvement for learning processes and products. A school principal is a person most responsible whether teachers and school staff can work optimally. School culture and learning culture also built by the principal's leadership style in interacting with the community (Danim, 2005).

Amount of responsibility for school principals described by Sergiovanni, Burlingane, Commbs, and Thurston (1987) that is coordinating, directing and supporting things that are related to the main task is extremely complex, among others, formulate goals and objectives of the school, evaluate performance of teachers and staff schools, organize and provide multiple sources of school organization, establish and create a good psychological climate among the school community, a relationship with the community, make plans together staff and the school community and carry out other activities that support the operation of the school. Hodges (2000) identify schools with high productivity, ie schools that educate all students well, have a clear vision of the goals and objectives of teaching and learning activities and perform accurate actions to achieve these goals and objectives.

Teachers as the main implementer of learning in the school must have professional skills. Therefore, coaching or continuous improvement is absolutely necessary for teachers. Primary means to enhance the professional capabilities of teachers is through supervision of instruction.

Instructional supervision activities are an integral part of educational management activities in school. Wiles and Bondi (1986) suggest that supervision is help to develop teaching and learning situation better. Meanwhile, according to Sergiovanni (1983) supervision is a conscious effort to stimulate, coordinate and guide growth of teachers countinuously in the school either individually or in groups to better understand and effectively in realizing the entire learning function.

Furthermore, guidance of quality improvement in primary schools (Depdikbud, 1994) stated that the professional development of teachers is providing assistance to teachers, especially assistance tangible professional guidance conducted by principals, supervisors, teachers or coaches others to improve the process and learning results

Currently instructional supervision activities must be consistent with decentralization of education. Centralized system that has long been applied are assumed to not provide an opportunity for teachers to flexibility in planning, find and develop learning. When viewed from the existing model of supervision approach would be more appropriate when referring to differential supervision approach (Wiyono, 2004). Differential supervision approach is an approach to supervision that provide service options of supervision in development of learning.

There are several reasons for using differential supervision. From the perspective of a teacher professional is a profession that teachers need to be empowered with a lot of emphasis on service options supervision. This type of supervision applying a different set of premises that allow teachers to have the opportunity to develop themselves according to their characteristics and needs. In terms of organizational perspective, there is evidence that effective schoolshave special climate that emphasis on collegiality system. Collegial environment provides adequate opportunities to interact and create hopes of great support. Meanwhile, from the supervisor, this differential supervision will allow the supervisor focus on conscious efforts in accordance with needs of teachers. Through this differential supervision also allows teachers to develop themselves optimally through varied techniques.

There are three methods of development for teacher supervision: intensive development,cooperative development, and selfdirected development) (Wiyono, 2004). Intensive supervision is supervision carried out by a higher-level supervisor, that is: principals, vice principals, supervisors or older teachers and done continuously and systematically. This development is more focused on the growth of teachers is not teachers evaluation. Cooperative development is a process of teacher development through peers. A small team of teachers works together in various ways to facilitate their professional growth. This activities can be done through classroom observation, professional dialogue, curriculum development, peer supervision, peer training and action research. While the self development supervision is a process of teachers growth through their own effort independently. These activities are carried out through a model based on objective or feedbackdiagnostic model. Through the development of yourself then teachers can identify weaknesses, set direction and technical according to independently their own characteristics. This model can be done especially for teachers who already have a level of positions growth that is high enough.

The main purpose of educational supervision is to improve professional capabilities of teachers, especially the ability in learning. One of the learning techniques that are currently being developed is PAKEM technique (active learning, creative, effective and fun) that refers to the foundation of quantum learning. It is expected with this PAKEM technique teachers develop a pattern of active learning, creative, effective and fun for their students. This technique eventually goal is that students can achieve optimal capability development.

Basically instructional supervision was developed at the moment is to give more autonomy or opportunity to teachers develop themselves according to their characteristics and needs. Relationship between teachers, principals and board of education should be established well. Each teacher was designed appropriately in teacher supervision or development program that was adapted to conditions of their school. The research results of White (1992) showed that teachers opportunity to be involved in decision-making in schools affect to position growth of teachers.

IMPLEMENTATION IN THE SCHOOLS

Some of the events we often encounter a supervisor (principal) in carrying out instructional supervision only came to school with measurement instruments of teachers performance. The school principal walked into the classroom measuring performance of teachers who are teaching. Once the assessment work was completed, then the task of instructional supervision was considered to have finished.

Instructional supervision behavior that has been done by the school principal did not have an impact on improving quality of teachers performance in managing teaching and learning process. Thisis because of the instructional supervision implementation is not only to assess teachers performance in their learning. Moreover, if the main purpose of the assessment is only to meet the interests of accreditation.

Concept of instructional supervision is clearly stated by Glickman (1981) that instructional supervision is a series of activities to help teachers

develop their ability to manage teaching and learning process for the attainment of teaching. According with opinion of Glickman, Daresh (1989) stated that instructional supervision is an attempt to help teachers develop their ability to achieve goals of teaching. Thus, essence of instructional supervision was not to assess teachers performance in managing teaching and learning process, but helping teachers develop their professional capabilities.

However, instructional supervision can not be actuallyseparated from assessment of teachers performance in managing teaching and learning process. This is consistent with what was stated by Sergiovanni (1987) that instructional supervision is a series of activities to help teachers develop their ability in managing teaching and learning process, including assessment of teachers performance manage teaching and learning process that was one of teachers main tasks in school.

Assessment of teachers performance in managing teaching and learning process in the classroom is an integral part of a series of instructional supervision activities. When it is said that instructional supervision is a series of activities to help teachers develop their capabilities, then the first implementation needs to be held assessment ability of teachers, so its can set aspect that needs to be developed and how to develop it. There are some questions that should be a crucial concern for principalsas supervisor, as stated by Sergiovanni (1987), namely: What actually happens in the classroom? What is actually done by teachers and students in the classroom? Which activities of the overall classroom activities that are meaningful to teachers and students? What has been done by the teachers in achieving goal of teaching? And what are strengths and weaknesses of teachers and how to develop it?

Various answers to these questions will be obtained information about ability of teachers in managing teaching and learning activities. However, after assessing teachers performance, instructional supervision task or activity has not ended, but must be followed by the design and implementation of teachers capabilities development.

PURPOSES OF INSTRUCTIONAL SUPERVISION

In carrying out instructional supervision, a school principal as a supervisor serving directlyteachers in helping develop their ability to achieve teaching objectives for their students (Glickman, 1981). It is intended that quality of teaching undertaken by teachers has increased. The purpose of instructional supervision with regard to cognitive, affective, and psychomotor aspects as stated by Sergiovanni (1987), which supervise quality, developprofessionalism and motivate teachers.

In order to monitor quality of learning, supervisors can monitor activities of teaching and learning in the schools. This monitoring activity is done through supervisor visitation to classrooms when teachers is teaching, private conversations with teachers, colleagues, and with most of their students. The second purpose of instructional supervision is to develop professionalism, which the supervisors can help teachers develop their ability to understand teaching, the life of classroom, develop their teaching skills and abilities through the use of certain techniques. These techniques can be individual and group.The last purpose instructional supervision of teaching is motivation of teachers, which supervisor can encourage teachers to apply their ability in carrying out their tasks of teaching, encourage teachers to develop their own capabilities, and motivate teachers has commitment to thier duties and responsibilities.

PRINCIPLES OF INSTRUCTIONAL SUPERVISION

Concept and purpose of instructional supervision, as has been stated, it seems to be idealistic for practitioners of instructional supervision. However, this fact is basic concept of instructional supervision.Supervisors must be prepared to face problems and obstacles in carrying out instructional supervision. Existence of these problems and obstacles can be overcome if in implementing instructional supervision, superviors apply principles of instructional supervision.

Recently some literature of supervision has been widely theorized supervision of teaching as a basis for any conduct instructional supervision. Some terms, such as democratic, team effort, and group process has been widely discussed and linked with the concept of instructional supervision. The discussion solely to show us that behavior of instructional supervision should abstain from the authoritarian behavior, where supervisors as leaders and teacher as subordinates. Similarly, in the background of the school system, the entire members (teachers) should participate actively, even acts as an initiator in the process of teaching supervision, while the supervisor was a part.All of these are principles of modern instructional supervision that must be realized in every process of supervision of teaching in schools.

Here are some other principles that must be considered and realized by supervisors in carrying out instructional supervision, namely: (1) must be able to create human relations harmonious, which is done with creation of a relationship that is open,

solidarity, and informal, (2) should be done continuously, ie supervision activities should remain fostered an ongoing basis, because the problem of teaching-learning process always emerge and evolve, (3) must be democratic, namely the implementation of supervision must be active and cooperative where supervisors do not dominate teachers, (4) should be integrated with the educational program as a whole, which is integrated with others educational programs such as counseling program, studentprogram, (5) should be comprehensive, ie covering all aspects of instructional development, (6) should be constructive, ie not to look for errors teachers but to develop growth and creativity of teachers in understanding and solving problems of teaching faced, and (7) shouldbe objective, namely, in planning, implementing, and evaluating success of instructional supervision program must be objective.

CONCLUSION

Instructional supervision is a series of activities to help teachers develop their ability in managingteaching and learning process for the attainment of teaching. The teachers empowering program is important because of the position of teachers that are strategic, as professionals in improving quality of education in schools. Thereforestrong leadership and ability to motivate teachers in improving quality of learning are extremely vital for every principals. School principals should be equipped with knowledge and skills, especially in improving competence of supervision through various professional activities.

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POLICY AND PRIMARY EDUCATION CURRICULUM DEVELOPMENT

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ABSTRACT

The education system has been in force in Indonesia has not fully address the needs and challenges of life in society. Curriculum imposed in Indonesia continues to grow according to the needs and demands of the times. Curriculum in Indonesia developed and adjusted with minimal basic competencies that must be achieved by the students after concerned after students take the learning process. They will not be able to proceed to a higher level or the next level if it has not reached Competency Standards (SKL) mastering minimum basic competence achieved. In the following descriptions presented (1) based curriculum development; (2) Human Resources (HR) as the main asset of national development; (3) is not warranted education and policy become unbeneficial to the prosperity of a nation; and (4) various national education policy.

Keywords: policy, curriculum development, basic education

In the context of curriculum development, Sukmadinata (2006:25) clarify that curriculum needs objective and explicit direction where education will be directed and manifested. That is the cause, curriculum development has been occurred in Indonesia get incisive critical from some parties. The cause is curriculum constituted component it's very essential in whole of teaching learning activity.

In the same of manner as mentioned in laws No 20 in 2003 that National Education System constitutes legal formal basis in evolving, managing, and implementing of education. In the laws, government determined various national education standard prevailed in all of Indonesia areas. Specially related of applying or implementing curriculum 2013 found some others legal basis which created basis in curriculum development mentioned in government law no. 32 in 2013 about changing of government laws no. 19 in 2005 about national education standard, particularly it has related with graduate standard competence, standard substance, standard process, and standard assessment. Four standards were mentioned becoming minister of education and culture laws; those were no. 54 in 2013 about graduate standard competence, no. 65 in 2013about standard assessment, and concerning standard substance for basic education mentioned in minister of education and culture laws no 67 in 2013 about design basis and structure of elementary curriculum/elementary Islam school and minister of education and culture laws no. 68 in 2013 about basis design and structure of junior high school curriculum / junior high Islam school and implementing rules in implement curriculum mentioned in minister of education and culture laws no 81 A in 2013 about curriculum implementation.

DISCUSSION

Curriculum Devolopment Basis Related with Curriculum 2013 Policy

Basis chosen for becoming basic policy in curriculum development was very depended or influenced by culture, view of life, politic of policy followed by country where the curriculum has developed. Generally basis curriculum policy formulation comprises philosophy basis, juridical, psychology, sociological and science and technology basis. Philosophy education basis constitutes very fundamental basis framework for education system and educators. Philosophy basis provides the image about way of viewing the teacher toward the education itself (including curriculum, education objective and content of education), students and learning process. Philosophy frameworks have to become thought of teacher framework and teacher mind set in performing practical learning. Philosophy basis provides some of conceptual comprehension and practical about how the education process occurred in various environments, including children care pattern, learning model, learning method and learning technique, using media and study resource, arranging step of learning and educating assessment.

Positivism and empirism have underlayed discipline knowledge development, especially

natural science. Subject academic curriculum development or science basis curriculum has been underlayed by positivism or empirism thought. Philosophy ideology beheld education as inheritance or science continuity, skill, and values through the young generations. Education was emphasizing to mastery the materials learning that have taken from discipline of sciences. Curriculum development organizes content curriculum of date, chose and take learning material from various discipline science adjusted with development stage of learners.

Pragmatism has many undergirded of education concept giving position to the learner as a subject and has the biggest role in student center. According to the view of this philosophy, the learner has ability to think and solve the problem cleverly. Education is not inheritance or delivery of knowledge, skill, and values to the learner, but then education is a dialogue between the learners with curriculum. The learner is through the process of dialogue doing the reconstruction of knowledge.

Existentialism is more emphasizing individual and social development. Education directed to appear individual and social changes. Education attained for doing transformation change or development either individual of learner as societies or in societies themselves. Teaching is more emphasizing to solve the problem either social problem or the life problem of the learner itself. The learner studied in group to overcome the problems those they face.

The goal of national education philosophy basis in Indonesia resourced to view and the human way of life of Indonesia, namely *Pancasila*. Therefore, education in Indonesia has to bring the learners becoming the five principles of Indonesia human. Otherwise, basis and direction created by education In Indonesia appropriate with *Pancasila* philosophy itself. The laws no. 20 in 2003 concerning national education system formulating, national education based on *Pancasila* and the laws of state principle Republic Indonesia 1945, section; national education function developing of ability and creating the character and respected nation of civilization in order to make intelligent of life nation. It aimed for developing the potential learner to be human faith and pious to the God, loudly character, healthy knowledge, capable, creative, autonomous, and to be democratic citizen and responsibility.

By learning the documents related with implementation of curriculum 2013, philosophy basis application can be looked from four cases: idea or curriculum concept, curriculum of content, learning process, and assessment process. Based on idea and concept, philosophy basis application in curriculum 2013 reflected with the using of competency based curriculum model standard based, based on the national Indonesia culture, preparing for the present life and the future, emphasizing to the balance between soft skills and hard skills and school is not separated with the society. Based on the curriculum content philosophy basis application in curriculum 2013 reflected with the main competency (K1-1/spiritual behavior, K1-2/ social behavior, K1-3/ knowledge, K1-4/ skill, basic competence of subject content, more simple content, and competency is more improved and appropriated with the learner environment.

Seen from learning process, philosophy basis application in curriculum 2013 implied with direct learning concept and indirect learning concept, emphasizing to application of life concerned, developing of knowledge, observing, asking, collecting the information, processing/ associating, and communicating finding and emphasizing to critical thinking ability, creative, productive; developing learning ability (Mudioni,2010). Seen from the learning outcome assessment process, philosophy basis in curriculum 2013 implied with emphasizing to thought ability and doing emphasizing to the attitude and behavior, but knowledge aspect remains respected (Hasan, 2015:6/33-6.34).

Specially, implementation of curriculum 2013 beside the laws above, the other legal aspects became the basis of curriculum development is government rules no. 32 in 2013about changing of government rules no. 19 in 2015 about national education standard, particularly those have concerned graduate competency standard, standard of content, standard process, and standard assessment. The fourth standard mentioned in the present contained becoming the rules of minister of education and culture no. 65 in 2013about graduate standard competency, rules of minister of education and culture no. 66 in 2013 about standard assessment and concerning standard content for primary education concerned in rules of minister of education and culture no. 67 in 2013 about basic framework and curriculum structure of elementary school/ basic Islamic school and rules of minister of education and culture no. 68 in 2013 about basic framework and curriculum structure junior high

school/junior high Islamic school. Meanwhile, application of rules in implementation of curriculum 2013 was concerned in rules of minister of education and culture no. 81 A in 2013 about curriculum implementation.

Psychology basis in curriculum development process expected the education committed relevant with the essence of learner, either adaptation from material aspect which has to give to the learner, or delivery aspect and learning process and adaptation from the other education elements. In this case, two branch of psychology have tight concerned in curriculum development process, these are development psychology and learning psychology. Development psychology is a science studying about individual behavior concerning with their development. In development psychology inspected about the essence of development, development stages, development aspects, individual development assignment, and it has correlation about individual development that all can be made as consideration material and base curriculum development.

Sociology basis has been directing the discussion of curriculum that has related about society and culture aspect. It is a design or program, curriculum is more consideration of application and the result of education. Education is going to prepare the learners as young generation to be able to survive in society of environment. Therefore, education has to give knowledge provision, skill, and values for their life, work and reach next development in the society. Curriculum development program should be based and referred to the society life with all of characteristics and culture wealth.

Curriculum And Society

Curriculum as education program should be answered the challenges and society demand, it was not just from content aspect of the program but also from approaching aspect of application strategy. Therefore, teacher as implementer of curriculum was demanded more sensitive preventing the society development, so what the teacher conveys to the learner relevant and beneficial for their life in the society.

Curriculum And Culture

Basically, education is part of education although it can be expressed that education constitutes a cultural process for increasing the human standing and prestige, besides it has to

be interaction with others and the environment (Hasan, 20005: 6.40-6.41). Directly science and technology basis become the content/education material and indirectly give the assignment to the educator transferring the provision skill to the society problem that faced as the influence of science and technology. Besides, science and technology can be used in problem solving of education.

Identification Problem of Curriculum 2013 Policy

Identification of problem from curriculum policy in curriculum 2013 including (1) competency of educators that don't have ready to apply curriculum 13 yet in some of factors so example: they don't have training / socialization related to the curriculum 2013, (2) readiness of students learning, example: students was not accustomed with the questions yet that need intellectual activity, (3) learning sources have related to learning source facility and infrastructure of printed media or electronic and learning environment has not maximum in education institution yet, (4) learning process, in the learning process uses scientific method that applying (observing, asking, reasoning, trying and communicating) it cannot be developed to the learner optimally and (5) assessment, in the system curriculum assessment 2013 is authentic assessment and many kinds of assignments have to be observed as assessment of learning outcome students achievement.

Goal and Usage of Formulating Curruculum 2013 Policy

The goal and usage of formulating curriculum 2013 policy are (1) attained of the goal national education in SISDIKNAS, (2) increasing the quality of education through grade human resource because education is the investment, (3) curriculum policy adjusted with the level of students need development at the present because education is a consumption, (4) education as a absolute conditional to win the globalization competition so it needs education distribution well, (5) the increasing service and quality education as the form of the demand.

Curriculum development based on all of connecting structure that have done by people or responsibility party in education objectively can develop the student talent and attain the learning goal. The usages of curriculum development are: (1) student, students can develop their potential, so that minimum basic competency can be reached by

the students. In this condition the students expected to be able to live in the middle of society widely and able to fill the expectation of all of party student, society, or graduate user, (2) institution, utilizing value of curriculum development is containing the big input for institution because income of students depend on the interest of society, the interest of society is high so the income of students is big, (3) teacher, as the guidance of planning and applying the assignment, guidance to the evaluation, (4) headmaster, curriculum used as the guidance in assignment administration planning and supervision to maximize of education goal achievement and learning in the school, (5) graduate user, curriculum has to reflect all of society need so the student in science discipline and profession can be accepted in the society.

Materials should be Mentioned in Development of Curriculum 2013

Materials should be mentioned in development of curriculum 2013 that formulated is learning theme fused. In this learning, the material characterized interdisciplinary, the relationship between a material with other that arrange in a theme (Pappas and Fogarty, 1995). The thought of curriculum 2013 developer about learning theme fused was built with (1) main premise learning theme fused that the learner need of additional opportunities for using their talent, (2) prepare the other collected time to conceptualization and synthetic quickly, (3) relevant for accommodation qualitative learning environment, (4) inspiring the learner for getting learning experience, (5) own qualitatively different with other learning model because the characteristic guides the learners reaching higher levels of thinking skills or multiple thinking skills optimally, an innovative process for dimension attitude development, skills and knowledge (ministry of education and culture, 2013).

Based on the explanation that theme fused learning is important committed for all of class in elementary school because it has much utilization. Curriculum 2013 developer mentions that the utilizations are in: (1) comfortable classroom situation and fun, (2) using group work, collaboration, group studying, and conflict solving strategy support the learners for solving the problems, (3) optimize learning environment as classroom

key of brain friendly classroom, (4) learner can process the information on time and fast and it is not touch of quantity and quality dimension to explore the new concepts and help the learner to develop of knowledge vainly, (5) learning process in the classroom support the learners staying in the brain friendly format and learning material explained by teacher to have applied to the learner in daily life directly, (6) relative learner has delay experiences to solve the learning program can be helped by giving special consoling and applying complete learning principle, and (7) learning program has characteristic brain friendly that teacher is possible to create learning complete by applying ways assessment variation.

Material of Curriculum Policy

In determining learning material or teaching material is not detached from philosophy and education theory developed. Learning material compiled logically and systematically in the form (1) theory, a set of concept, definition or preposition has relationship each other that providing systematic statement concerning indication of specification of relation, (2) concept, an abstract was created by special organization constitution of brief definition from a group fact, (3) generalization, special common conclusion sourced from analysis statement, (4) principle, main idea develops concept relation, (5) procedure, stage series organized in learning material that should be done, (6) fact, some special information in the material, (7) terminology, new vocabularies, (8) illustration, the process has the goal to clarify a contribution, (9) definition, explanation about the meaning, and (10) preposition, the method used to extend the lesson to get curriculum purposes.

Human Resource as a Main of National Development

The reason become consideration that human resource to be main modal particularly economic development such as (1) education increases the productivity of worker if the productivity increasing so the economic development of inhabitants is rising also and inhabitant who pays the tax also increasing, it is supporting the national development, (2) decreasing the gap of poverty if education increases so the income of poor group grows fast and the last result is the gap decreasing, (3) the knowledge gaining process and skill through the education are a skill investment, the income is rising so the development gets increasing also, (4) education makes possible the society learning the technique knowledge which needed for leading and

operating the modern companies and the other modern activities, (5) the better knowledge gained from education to be the incitement for creating the modernity in technique, economic and the other various aspects in society life.

Unjustified Education and Its Policy Have No Utilization for the Prosperity a Country

Reasons or unjustified that education and the policy utilized or the prosperity a country. First, the big allocations of education estimate unguaranteed to increase of the prosperity a country. That is not true, so all of citizen enjoy the education it should be organized in the laws which guarantee all the civilizations can gain and obtain the education that have result will increase the progression and the prosperity of the country. Education succeeded increasing the advancement and the prosperity of the country. Second, the policy of education relevance is not boosting the raising of development. It is not right by the existence of education relationship will encourage work world more productive for the result of it raises the prosperity of the country. Third, autonomy and decentralization of education management is not good for applying although it is very essential that education implementation must be done by autonomy and managed by ourselves in order to the goal of education can be achieved and the prosperity of the country can be achieved too. Fourth, education disposed is fallen to commercialization process which education was changed to be commercialized commodity and managed as like industry manufacture world of profit oriented. It is not right because education must be accessed and the opportunity of getting education is same for every civilization.

A Variety of National Education Policy

Government was provided a variety of effort concerning national policy that have related with curriculum was using or as a rule called curriculum 2013, the fund, national examination education character, and information technology and telecommunication. The explanations are:

The first, it is implementation of curriculum 2013. Several of schools have many obstacles, so example: books, class administration, learning process. Content of curriculum 2013 has a good material because student oriented and the other positive materials. However, curriculum change and curriculum implementation is not ready yet

make several party has problem of it. There are no books as a learning source that makes learning process disturbed in the classroom.

The second, school operational aid (BOS). Relief fund makes a comprehension to the parents that school is free of charge. When school operational fund provides to the institution, all of party controlled the using of those funds. Because the parents cannot feel the implement of those fund directly. Example: the school still remains doing the redemption of some money for applying the development and the other school activities such as computer extracurricular. It is to be the problem itself the school has a few students, where the school needs aid fund from the parents, if the school relies on the operational school aid so the education activities cannot run optimally. Moreover, it happens in the private school, supporting or participation fund from the parents is very necessity for developing education in the school.

Third, it is the national examination. The ideas commit national examination it's a good ideas which there is mapping process from education itself. But then, in implementation of national examination used for determining the students graduation or not. For the students have a good intellectual, certainly national examination is not the big problem but for the students have less intellectual, it is a big problem certainly. In additional, the wrong way of interpretation from the teacher (not all of teachers) that the education orientation is just the output so the national examination as a goal must be reached well, so that it occurs of deceit from the teachers side (not all of teachers) that give opportunity to their students to do a deceit.

Fourth, it is character education. The planting of character education is passim in the lessons. Substantively, the character education planted not only in every school but it since planted in family environment. Cooperation from the parents, school, and society are needed for achieving of investment of education character. If one of elements cannot run well, the investment of education character to the students cannot run maximally.

Fifth, it is learning science and technology basis. This learning developed a pace with period development. Development of technology and information is very fast, it has impact to the learning development in the school areas. Teacher demanded to able to combine the technology and information development to the learning activity in the classroom. Using the technology and information development is expected to able to

grow the studying interest of students for attending the learning activity.

CONCLUSIONS

Curriculum development held in Indonesia has extremely changed. Many kinds of things were consideration in curriculum development in the country including Indonesia. Between curriculum development basis is needed to consider such as philosophy basis, juridical, psychological, sociological, and science and technology in curriculum development.

Government is more care in the education toward the curriculum development as an achievement process of human resource qualified. Policies through the curriculum need the first review before implementation at the site.

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EDUCATION AND INDIGENOUS PEOPLE OF INDONESIA

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ABSTRACT

The "real" picture of education in Indonesia more likely to be seen in a few distinctive manner compare to other countries especially around Asian region. With major change in past decade which interplaying in the system and policies, criticism arise that Indonesia may lack into providing the clear image of its education particularly in isolated or less accessible areas. As a vast country with more than 300 ethnic groups of indigenous people living spread across the islands, Indonesia has to work harder to deliver access with various methods and yet has to be applicable in different cultural background. In the other hand, topic related to indigenous based initiatives of education has been alienated and tend to be secluded in most academic discourse and discussion despice of its exoticism exploration. Consist of a combination of traditional academic articles, more informal commentary, and autobiographical statements, this paper will explores a range of widely differing national contexts where indigenous educational initiatives are being pursued. These different approaches are taken from direct concern to include the actual voices of indigenous people themselves which is not supposed to be taken lightly. Thus, this will create "bigger" and "real" picture of education in Indonesia and may lead direct future research for more contextual education curriculum and policies.

Keywords: indigenou, education, polic, culture, development

Indonesia today facing the "trend" of being closer toward diversity and devolution of control which swapping away centralization off to the corner. More voices who were once oppressed and disposed, slowly drifting back and being raised. This diverse message bringing hope to policy makers and practitioners to produce more "humane" regulations which clearly taking sides on human values that were once silenced by dominant ideologies and beliefs systems. However, although these voices are significant at the local levels, yet it still remains unheard by the powerful forces beyond the local. It is true of education for indigenous peoples in particular.

The word "indigenous" and "indigenous knowledge", as known by many, are often been associated with the western context as the primitive, wild, exotic, and natural. Such presentation have aroused superciliousness from western observers and obtained little appreciation for the insight and understanding indigeneity might provide. In the other hand, for other million populations in Africa, Latin America, Oceania, and Asia (including Indonesia), indigenous knowledge is simply an everyday living. It is taken as daily rationalization that rewards every personal who live in a given society. To these peoples, indigenous knowledge reflects the dynamic way of life in which the place they're lived in and understanding their deeply connection to natural environment, how they organize that folk knowledge of flora and fauna, cultural beliefs, and history to enhance their lives, (Semali and Kinchloe, 1999).

Indigenous people have a wide and broad knowledge of how to live sustainably. However, formal education systems have disrupted the practical everyday life aspects of indigenous knowledge and ways of learning, replacing them with "abstract" knowledge and academic ways of learning in which drive them away from their roots. Today, there is a grave risk that much indigenous knowledge is being lost, and, along with it, valuable knowledge about ways of living sustainably.

This paper explores a range of widely differing national contexts where indigenous educational initiatives are being pursued and focuses on the benefits to be derived from the inclusion of indigenous knowledge in the academy.

DISCUSSION
Indigenous People and Knowledge

UNESCO defines the term of 'indigenous' with other names for it is include 'local knowledge', 'folk knowledge', 'people's knowledge', 'traditional wisdom' and or 'traditional science'. This knowledge is passed down from generation to generation which usually by word of mouth (verbally) and through cultural rituals. It has been the basis for agriculture, food preparation, health care, education, conservation and the wide range of other activities that sustain societies in many parts of the world. In other words, indigenous knowledge is the heart of a civilization itself.

But, who can we describe as indigenous people? How can we spot them between 370

million populations of indigenous people around the globe? This can be difficult to answer since all indigenous groups are unique to the places where they live, not to mention the different ways of defining 'indigenous people'. United Nations mentioned there are approximately around 5000 different groups living in over seventy countries.

There are at least two focuses to break down the definition of indigenous people. First is focuses on legal ideas as defines by ILO based on the ILO Convention 169, Indigenous and Tribal people as :

- *Tribal people in independent countries whose social, cultural and economic conditions distinguish them from other sections of the national community, and whose status is regulated wholly or partially by their own customs or traditions or by special laws or regulations;*

- *People in independent countries who are regarded as indigenous on account of their descent from the population which inhabited the country, or geographical region to which the country belongs, at the time of conquest or colonization or the establishment of present state boundaries and who irrespective of their legal status, retain some or all of their own social, economic, cultural, and political institutions.*

All definitions here are the concept of 'indigenous' regard self-identification as a fundamental criterion for determining the groups to which the term indigenous should be applied.

Second is focuses more on cultural ideas as stated by Burger (1990) that indigenous people are strikingly diverse in their culture, religion, and social economic organization. Yet today, as in the past, they are prey to stereotyping by the outside world. By some they are idealized as the embodiment of spiritual values; by others they are denigrated as an obstacle to economic progress. However, they are neither, they are people who cherish their own distinct cultures, are the victims of past and present-day colonialism, and are determined to survive. Some live according to their traditions; some receive welfare, others work in factories, offices or the other professions. As well as their diversity, there are some shared values and experiences among indigenous cultures. Where they have maintained a close living relationship to the land, there exists a co-operative attitude of give and take, a respect for the earth and the it supports, and a perception that humanity is but one of many species.

Furthermore, in 1993 United Nation concluded both focus into one definition, as:

"Indigenous communities, peoples and nations are those which, having a historical continuity with pre-invasion and pre-colonial societies that developed on their territories, consider themselves distinct from other sectors of societies now prevailing in those territories, or parts of them. They form at present non-dominant sectors of society and are determined to preserve, develop and transmit to future generations their ancestral territories, and their ethnic identity, as the basis of their continued existence as peoples, in accordance with their own cultural patterns, social institutions and legal systems."

However, the definition of indigenous people is still under debating since it was proposed by different views. Many international conferences, seminars, and workshops at international level – including the UN Declaration on the Rights of Indigenous Peoples in 2007 – are refined what we understand today about the word 'indigenous' to mean in relation to the many different groups of people who wish to be recognized as such.

Paradoxically, in contrast among the definitions presented, barely are taken from the perspective of indigenous people themselves. Many of it was produced by western academia who showing interest in indigenous based study, which of course, in some sort make it dubious. Indigeneity still widely discussed and politically charged issue and its definition can be vary considerably from one context to another.

Indigenous People of Indonesia

Now let us take a look into Indonesian context. Indonesia is comprised of 15,000 islands with a total area of 7 million km² and has total population of 230 million in more than 1,000 various ethnic and sub-ethnic groups with their own cultures and tradition (Central Statistic Agency, 2008). Within the territory stretching from the tip of Sumatera Island to the western half New Guinea, the diversity of ethnic groups and cultures makes Indonesia one of the world's multi-ethnic countries. However, there is no data available on the exact number of ethnic groups in Indonesia. One of the reasons why such data is unavailable because there are no specific questions on indigenous ethnic identity in the national survey questionnaires. According to AMAN (2007), a national indigenous organization in Indonesia, 50 to 70 million of the 230 million populations can be classified as indigenous; it is include 1,163 communities spread throughout Indonesia.

The Indonesian laws use various terms to refer to the indigenous people, such as *masyarakat suku terasing* (alien tribal communities),

masyarakat tertinggal (neglected communities), *masyarakat terpencil* (remote communities), *masyarakat hukum adat* (customary law communities), and *masyarakat adat* (communities governed by custom). The use of term *masyarakat adat* as defines by AMAN is the most equivalent to indigenous people in general. The term *masyarakat adat* was chosen because it's neutral and implies no negative connotations.

It is less distinctive than other terms, such as "isolated communities" and "traditional communities" which can be easily contrasted with "open communities" and "modern communities", or the term *pribumi* (native) and "tribal" which easily can be contrasted with "non-native" and "non-tribal". The contrast could rise questions which ambiguous the real meaning of the terms "isolated", "traditional" and "modern". The term *masyarakat adat* also avoid any negative connotations of the term "isolated" and "traditional", which are often related to backwardness, stupidity, and primitiveness. It is important to know and aware about the 'unique' situation of the indigenous peoples related to their diversity, cultural diversity, religions, beliefs, economic, and social institutions.

Characteristic of Indigenous People of Indonesia

Indigenous people in Indonesia live in various areas in forests, mountains and coasts. Some are living nomadic, constantly moving, while some others are settled in a location from generation to generation. The second one is easier to identify, as most of them are settled in one area and tend to build specific civilization and identity. AMAN has defined *masyarakat adat* or indigenous people as "a group of people from the same ancestral lineages who inhabit a certain geographical area and have a distinctive set of ideological, economic, political, cultural, social systems and values, as well as a territory". This is means that a group of community is called indigenous people if they: (a) survive under their own system which formed from continuous interaction within the group, and (b) possess their own territory on which their value systems are applied and still practiced (AMAN, 2007).

Common character of indigenous people in Indonesia is that people live on their ancestral water and land. For indigenous people, the land is the source of life – a gift from the creator that nourishes, supports and teaches. Although indigenous peoples vary widely in their customs, culture, and impact on the land, all consider the Earth like a parent and revere it

accordingly. 'Mother Earth' is the centre of the universe, the core of their culture, the origin of their identity as a people. She connects them with their past (as the home of ancestors), with the present (as provider of their material needs), and with the future (as the legacy they hold in trust for their children and grandchildren). In this way, indigenousness carries with it a sense of belonging to a place. At the heart of this deep bond is a perception, an awareness, that all of life – mountains, rivers, skies, animals, plants, insects, rocks, people – are inseparably interconnected. Material and spiritual worlds are woven together in one complex web, all living things imbued with a sacred meaning. This living sense of connectedness that grounds indigenous peoples in the soil has all but disappeared among city dwellers – the cause of much modern alienation and despair.

The external influences and internal needs has caused several and continuous changes to the indigenous society. Some may change slowly or even remain the same. They still live with their intact social, cultural, political, and religious systems. For example is *Orang Boti* in West Timor, the *Orang Kanekes* in Banten, a region in western part of Java Island, *Orang Ama Toa* in Bulukumba, a region in southern tip of southwestern arm of Sulawesi Island, *Marapu* in Sumba, and many more to mention. However, others are change rapidly in cultural practice as obviously seen to most people of Java and the eastern coast of Sumatera, although there are group of people with strong indigenous traditions still could be found in some regions, such as *Orang Tengger* and *Orang Osing* in eastern part of Java.

Zerner (1992) mentioned the other characteristics shown by tindigenous groups are (a) self-identification and identification by others as part of a distinct indigenous cultural group, and the desire to preserve that cultural identity, (b) a linguistic identity is different from the dominant society, (c) social, cultural, economic, political and institutions are different from the dominant culture, (d) economic systems oriented more on traditional means of production that to mainstream production methods, (e) unique ties to the natural resources and traditional habitats and ancestral territories. Other characteristic may include their sacred bond with the land where they live, which is not only in physical terms but also in their communal religious beliefs. For indigenous people in Indonesia, land and nature is everything to continue their livelihood. They depending their life on nature as they believe that the earth is a property that has to be protected for its sustainability.

Situation of Indigenous People in Indonesia

Indigenous people of Indonesia mostly live in rural environment which are rich in natural

resources such water, minerals, oils, natural gas and land. They use all the natural resources for living and keep it in balance as they relies their livelihood to the nature. However, through limited research that has been undertaken, it indicates that indigenous people are disproportionately represented among the poorest of the poor in Indonesia. A study by Asian development Bank in 2002 could not be established and failed to draw the relationship between poverty and ethnicity because its lack of data based.

Development which leading to modernity, in the other hand, is taking part on changing lives of indigenous people. The predominant modern world view is that nature must be studied, dissected, and mastered and progress measured by the ability to extract secrets and wealth from the Earth, while indigenous people do not consider the land as merely an economic resource. Their ancestral lands are literally the source of life, and their distinct ways of life are developed and defined in relationship to the environment around them.

Nowadays, transfer land ownership to private industrial enterprises such as mining companies, industrial timber companies, mono-variant plantation, and other industries without implementing the process of free, prior, and informed consent by the country. This situation has leading to the highest peak of conflict between the government and indigenous people. On this point, the indigenous society will suffer the most, where they have no more control and access over the land and natural resources. This systematic 'impoverishment' has resulting in the loss of indigenous people's livelihoods. Development aggression and government ignorance to provide social services indigenous peoples are made contributions to chronic poverty among this society.

'Poverty' is taken as continuously debate concept in topic of indigenous people. Through various definitions and indicators of poverty, there at least three basic causes of poverty among indigenous people: (a) the problem of inadequacy of access and unavailability of facilities and services for the fulfillment of basic needs such as health and education, (b) socio-cultural problems that include values and behavior that perceived as opposed to the improvement of community life, and (c) structural problem. From this point of view, it derives that poverty of the indigenous people is coming from external groups with predominant power who control the wider system. In short, indigenous people are not poor, but are made to be poor. Thus, the problem is not 'poverty' but 'impoverishment'.

Indonesia Education Framework: Does Indigenous People Exist?
Indonesia's Education System

Indonesia is one of the major economies of Southeast Asia and the government has set itself ambitious goals for its social and economic development, for which human capital development is crucial. Despite of its diversity which limits access to quality education for many, OECD (2015) reported that Indonesia has made impressive progress on many aspects in education sector since the crisis in 1997-1998, particularly in coverage to basic education, although it still running behind the OECD average.

Taking a closer look to the education system, Indonesian education system is immense and diverse. With over 60 million students and almost 4 million teachers in some 340.000 educational institutions, it is taking position as the third largest education system in the Asia region and the fourth largest in the world behind only the People's Republic of China, India, and the United States, (OECD, 2015). Two ministries are responsible for managing the education system. The 84% of schools are under the Ministry of Education and Culture (MOEC) and the remaining 16% under the Ministry of Religious Affairs (MORA). Private schools play a prominent role, particularly in secondary and higher education. While only 7% of primary schools are private, the share increases to 56% of junior secondary schools and 67% of senior secondaries.

Today, Indonesia is still evolving in several fronts. It's drifting from an authoritarian legacy to a democratic tradition. It is moving from a centrally driven to a decentralized approach to service delivery that is more responsive to local needs and circumstances. Development, urbanizing and modernization become unstoppable. Managing these transitions in such large, diverse, and dispersed society is particularly challenging and Indonesia will need 'qualified' human resource to support this transition. Therefore, education becomes important to increase the capacity of human resource and national human development index in the same way. Core skills and understanding to improve learning outcomes by the students has become top priority to achieve. Implications of additional support to address low levels of student readiness and motivation become urgent necessity as well.

The Development of Schooling in Indonesia

Indonesia's education system today continues to reflect aspects of its past. The diverse ethnic and religious heritage, the struggle for national identity, and the uneven access different communities have to human and capital resources. Based on its long history of colonialisation, before the modern

education system was introduced by the Dutch, the *pesantren* (Islamic boarding school) was the only educational institution available in Indonesia. Dhofier (2014) explained that the *pesantren* comprises into three main elements: (1) the *kiai*; (2) the *santri* (the students); (3) and the *pondok*, shared dormitories provided by the *kiai* to accommodate the student. *Pesantren* usually taking place in rural areas and attended by young people under the direction of a Muslim scholar.

Dutch Adopted System

Elementary education was introduced by the Dutch in Indonesia during the colonial era. Initially, it was reserved exclusively for the Dutch and other Europeans. In 1870, with the growth of Dutch Ethical Policy formulated by Conrad Theodor van Deventer, some of these Dutch-founded schools opened the doors for *pribumi* (native Indonesians). They were called *sekolah rakjat* (folk schools), the embryo of the contemporary *sekolah dasar* (primary school) today.

The separation of Dutch and Indonesian in education pushed several Indonesian figures to start educational institutions for local people. And by the 1930s, the Dutch had introduced limited formal education to nearly every province of the Dutch East Indies. The Dutch colonial government also established a number of universities for native Indonesian on Java which some of it is the embryo of universities that still exist today.

The Current Education System

The current structure of Indonesia's educational system presents an interdependent series of cycles which needs to accommodate the needs of a very diverse population, geographically dispersed, and with wide variations in terms of socio-economic status and opportunities. The Indonesian education system has to attend the needs of a large, growing, diverse and widely dispersed population and with great disparity in enrolment rates between regions (MOEC, 2014).

Table 1. the indonesian education system

Age	School Year	Education Level	Education Delivery	
			Decentralized	Centralized
Above 22	23 22 21 20 19	Higher Education		Doctoral (includes general & Islamic, and vocational, academic & professional)
				Master (includes general & Islamic, and vocational, academic & professional)
22 21 20 19	18 17 16 15			Undergraduate (includes general & Islamic, and vocational, academic & professional)
18 17 16	14 13 12	Secondary Education	General senior secondary and vocational senior secondary (SMA & SMK)	Islamic general senior secondary and Islamic vocational senior secondary (MA &MAK)
15 14 13	11 10 9		Junior secondary (SMP)	Islamic junior secondary (MTs)
12 11 10 9 8 7	8 7 6 5 4 3	Basic Education	Primary (SD)	Islamic primary (MI)
6 5	2 1	Early Childhood Education	Kindergarten (TK)	Islamic kindergarten (RA)

Source: MOEC (Ministry of Education and Culture (2013*). Overview of the Education Sector in Indonesia 2012 – Achievement and Challenges,* p.10.

The current Indonesia education system is applied based on Law on National Education No.20/2003 and the Constitution Amendment III emphasize that all Indonesian citizens have the right to education; that the government has an obligation to finance basic education without charging fees; and that the government is mandated to allocate 20% of its expenditure on education. The Teacher Law No. 14/2005 introduced important changes to the employment conditions and requirements for the certification of teachers, aiming at improving education quality. The Ministry of Education's strategic plans or *Renstra* (*Rencana Strategis*) for the periods 2005-2009 and 2010-2014 have consistently focused on three main pillars: *1*) increasing access to education; *2*) improving the quality of teaching and learning; and *3*) strengthening governance, management and accountability.

Table 2. selected education indicators, indonesia, 2003 and 2013

Education Indicators	2003	2013
PARTICIPATION IN FORMAL EDUCATION	**%**	**%**
School Participation Rate		
7-12 years old	96.42	98.29
13-15 years old	81.01	90.48
16-18 years old	50.97	63.27
19-24 years old	11.71	19.88
Gross enrolment ratio		
Primary school level	105.82	107.62
Junior secondary school level	81.09	89.71
Senior secondary school level	50.89	68.01
Higher education	10.84	22.77
Net enrolment ratio		
Primary school level	92.55	95.47
Junior secondary school level	63.49	73.56
Senior secondary school level	40.56	53.71
Higher education	8.55	17.92

Note:
Gross enrolment ratio is total enrolment, regardless of age, as a proportion of the population of the age group that officially corresponds to the level of education shown. Net enrolment ratio is the enrolment of the official age group for a given level of education, expressed as a proportion of the population of that age group.
Source: BPS (Badan Pusat Statistik) (*Statistics Indonesia*), 2014

In responds to the needs of a very diverse population, geographically dispersed, and with wide variations in terms of socio-economic status and opportunities to education, Law on National Education No.20/2003 mentioned five sector of education in Indonesia which includes informal education, non formal education, early childhood education, and community based education. However, statistically shown the highest participation is in formal education. This will brings up strategic issues in which people are lack of access to education due to any circumstances like cultural and geographically since not all areas are provided with education facilities. Thus, in some location, especially in rurals, education is held by local initiatives which are made it more contextual and possible to achieve.

Indigenous Knowledge and Formal Education

Works in different way with common education we know today in our modern world, indigenous knowledge getting it in more 'traditional' way. It has been passed down through generations with adults teaching practical knowledge of culture, the environment and survival through demonstrations and through a wide range of ceremonies, stories, songs, village meetings, including taboos. Indigenous communities depend on their environment to meet most of their basic needs. Therefore, this deep appreciation of the environment and its underlying processes which forms the foundation of values they passed down to the younger generation.

Formal education was introduced to many developing countries in the 19th century, often by colonial governments to produce administrators, clerks, teachers, and interpreters. In case of Indonesia, it was brought by the Dutch due to its long history of colonialization. This type of education was based on scientific knowledge that evolved in the western industrialized world. Formal education, however, had little place for indigenous knowledge or indigenous methods of education. An understanding of indigenous ways of seeing as subjugated knowledge rings us a bell to the fact that there are different ways of seeing the world. This apparently hardened to understand for those who hold 'modern' views of the world.

Table 3. comparison between indigenous and formal education

Aspects of Education	Indigenous Education	Formal Education
View of Knowledge	Sacred and secular together; includes the spiritual Holistic and integrated – based on a whole systems view of knowledge Stored orally and in cultural practices Powerful predictability in local areas (ecological validity) Less valued in distant areas	Secular only; often excludes the spiritual Analytical or reductionist – based on sub-sets of the whole Stored in books and computers Powerful predictability in natural principles (rational validity) Weak in local use of knowledge
Objectives	Long-term wisdom Cultural and ecological sustainability Practical; for use in everyday life Integration of critical thinking and cultural values in decision making	Short term recall Economic sustainability Abstract; to pass examinations Use of logical and critical thinking in making decisions

Methods of Teaching and Learning	Lengthy period of acquisition Learning through experience Teaching through example, modelling, ritual and storytelling Tested in practical life situations	Rapid acquisition Learning by formal education Teaching through abstract concepts and didactic methods Tested artificially in examinations

Source: Hobson, G. (1992). Traditional knowledge is science. *Northern Perspectives*, *20*(1), 2.

It was assumed that indigenous knowledge seems to be irrelevant, unscientific, and outdated. Until recently few attempts were made to integrate indigenous knowledge into formal education despite its potential value in soling contemporary problems. As a result, education was limited to classrooms and children separated from their culture and environment. The teacher-centered nature of formal education also separated children from parents and consequently, parents became less able to pass on the knowledge they had to their children.

Allan (1997) explained that there are several contemporary factors also contributing to the decline of indigenous knowledge. Two of these are the contribution of mass popular culture and the elders pass away. The communication of traditional knowledge is vulnerable since younger generations are bombarded by technology which is growing really fast. Mass popular culture serves easier and instant access that captures the imagination of the young. As result, it limits the capacity of the elders to pass on traditional knowledge to the younger generation. The situation is worsened as the elders die and brought the full richness of tradition with them. Some of it has not been passed on and so it's become extinct.

Indigenous Culture and Development: How It's Related?
Indigenous Culture and Sustainable Development

Most communities in developing countries use indigenous knowledge and practices to extract their livelihoods from their environment. Their ways of lives have been covered in value systems and knowledge that often are protective to the environment and its contents, both living and non-living. They depend mostly on land and land resources. For example, they keep livestock, grow food crops, collect firewood, folder etc. from the forests for their daily activities and livelihoods. These practices are also embedded in their cultural norms and values to ensure resilience or

sustainability. As part of their cultural practices, myths and beliefs are attached to resource extraction in order to prevent overuse and misuse. Culture unitizes human and natural resources into one ecologically functional entity in which they both co-exist. Indigenous knowledge and practices are well aligned to support this co-existence of humans and their natural environment. In this way, resource consumption is regulated and sustainability is ensured. Therefore, more than ever before, indigenous knowledge should be seen as pivotal above all in discussions on sustainable resource use and balanced development (Brokensha*et al*. 1980; Compton 1990; Gupta 1992; Niamir 1990; Warren 1990).

Most importantly, culture succinctly links economic, political, religious and social aspects in a natural fashion. Most cultures in the third world promote sustainable production of goods, and fair distribution and consumption habits. Issues of equity and equality in the production and consumption of goods and assets, though not perfectly done, are considered as part of a communal pattern of life (Banerjee, 2003). The whole package included local cultural knowledge and skills training. Although not all indigenous peoples still live harmoniously with nature, the knowledge of indigenous societies which has accumulated over a long period of time is of significance to sustainable development practices today (Ulluwishewa,1993). The view of humans as part of the natural world and a belief system stressing respect for the rest of the natural world is of value for evolving sustainable relations from an ecological stand point (Oldfield and Alcorn, 1991). This is culture's worth, which has been overlooked for community development. Unfortunately, mainstream development continues to take a western 'ethno-centric' view that any other world-view on development can only be identified as 'legitimate' and 'real knowledge' if it fits in the western framework and has value for the dominant non-indigenous culture (Wilson, 2001). This only goes to show that cultural knowledge and practices are still considered an obstacle to development and ranked subordinate to 'western'view or 'mainstream development' view. This is not withstanding the fact that mainstream development views have failed to satisfactorily deal with poverty (Banerjee, 2003). The self-centredness and technologically oriented solutions to development problems will only continue to serve the interests of a few world elites at the expense of the majority poor people of the world (Agrawal, 1995;Sillitoe, 1998 p. 223;Wickramasinghe, 2001).

In the western development paradigms, local cultural values and norms are not recognized and not incorporated. As Banerjee (2003) observes, the meanings, practices and policies of sustainable

development continue to be informed by foreign thought, resulting in disempowering of a majority of the world's populations, especially rural populations in third world. He further argues that the discourses of sustainable development are based on a unitary system of knowledge and, despite its claims of accepting plurality; there is a danger of marginalizing or co-opting traditional knowledge to the detriment of communities who depend on the land for their survival. Mainstream development has tended to marginalize indigenous knowledge and cultural practices introducing power relations between these the foreign and the local development perspectives. Attempts to use participatory and bottom-up approaches to capture the local contexts seem to have failed to balance power between these two perspectives has often resulted into distortion because of the politically dominant western agendas perpetuated by development agencies (Sillitoe and Marzano, 2009).

Development may be broadly defined development as a global effort for poverty reduction. All the past development paradigms, whether capitalistic or socialistic have been virtually blind to local knowledge and understanding (Sillitoe, 1998). It can be argued that, as a result of this blindness, mainstream development has failed to address growing poverty and vulnerability among rural populations world-wide. The bottom-up oriented paradigms emerged are not that promising either. These approaches though they promise to incorporate local knowledge may prove to be merely passing by and equally failto live up to expectations just like previous ones (Gegeo,1998; Mazarno, 2006). Wickramasinghe (2001. P 65) says, 'the development myth is a powerful one. In its name modernizing elites have shed all sensitivity to indigenous systems of thought, totally cast away during the great 'development decades' of the UN systems and the transfer of western science and technology. The conclusion of this review is that the 'worth' of indigenous knowledge and practices as aspects of culture has not yet fully been recognized and incorporated in the mainstream (western) development discourse. As such community development is given to the manipulation of those with elitist agendas and efforts to alleviate poverty among the majority rural populations of the world will end up as just rhetoric or myth. On the contrary, culture, with all its elements, can be a powerful community development tool. What is needed is more empirical research to demonstrate the relationship between culture and development and to show the real impacts of development through the application of indigenous knowledge and practices

The Potential of Culture as a Community Development Tool

The potential of culture as a community development tool has not been fully explored nor used in poverty reduction drives in the mainstream development approach. As established earlier, attempts to use participatory and bottom-up approaches as a way to incorporate the indigenity or cultural context have not yet yielded positive results in the fight against poverty in among the world poor. This is because the mainstream development agenda continues to be manipulated by western self-centered agendas at the expense the local voices.

Though the development value of culture varies from place to place and depends on the extent of the socio-cultural capital of individual places, cultural elements are relevant to the campaign against poverty in respective places in a number of ways. For example, indigenous knowledge and practices of a place can serve as a product for tourism or for the promotion of micro level enterprises or industries that can be used to lift the local population out of extreme poverty. Micro, small, and medium level economic activities can be set-up around local skills, knowledge and assets connected to art and crafts (stories, dances, cooking, weaving, knitting, curving etc.), natural resource base (land, wildlife, livestock, water, folder, wood, rattan, grass etc.) and local labor. This value of culture to development will only be understood when it is well researched and empirical findings are demonstrated and justified.

CONCLUSION

Indonesia today facing the "trend" of being closer toward diversity and devolution of control which swapping away centralization off to the corner. More voices who were once oppressed and disposed, slowly drifting back and being raised. This diverse message bringing hope to policy makers and practitioners to produce more "humane" regulations which clearly taking sides on human values that were once silenced by dominant ideologies and beliefs systems. However, although these voices are significant at the local levels, yet it still remains unheard by the powerful forces beyond the local. It is true of education for indigenous peoples in particular.

Indigenous people of Indonesia mostly live in rural environment which are rich in natural resources such water, minerals, oils, natural gas and land. They use all the natural resources for living and keep it in balance as they relies their livelihood to the nature. Therefore, this deep appreciation of the environment and its underlying processes which

forms the foundation of values they passed down to the younger generation. This knowledge is passed down from generation to generation which usually by word of mouth (verbally) and through cultural rituals. It has been the basis for agriculture, food preparation, health care, education, conservation and the wide range of other activities that sustain societies in many parts of the world. In other words, indigenous knowledge is the heart of a civilization itself.

Though the development value of culture varies from place to place and depends on the extent of the socio-cultural capital of individual places, cultural elements are relevant to the campaign against poverty in respective places in a number of ways. For example, indigenous knowledge and practices of a place can serve as a product for tourism or for the promotion of micro level enterprises or industries that can be used to lift the local population out of extreme poverty. Micro, small, and medium level economic activities can be set-up around local skills, knowledge and assets connected to art and crafts (stories, dances, cooking, weaving, knitting, curving etc.), natural resource base (land, wildlife, livestock, water, folder, wood, rattan, grass etc.) and local labor. This value of culture to development will only be understood when it is well researched and empirical findings are demonstrated and justified.

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AN EXPEDITION TO QUALITY EDUCATION

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ABSTRACT

This article presents an overview on expedition to quality education. The emphasis of this paper deals on education per se and the role of networking and collaboration in attaining quality education and training. Education is a life-long learning and un-ending journey in the search of knowledge, innovations, and pedagogies that may encounter obstacles and environmental pressures. Thus, this article provides ideas, facts and strategies in attaining the quality education and training through networking and collaboration.

Keywords : quality education

Attaining quality education and training is an expedition that full of challenges. The issue on quality education has become the pivot point for many universities and other institutions in the educational system across the globe. Knowing the challenge of global competitiveness, networking and collaborations of different academic and non-academic institutions play a significant role especially in this era of technological age. According to the study of Kekeeva, Sardarova, and Ergakieva (2015), modern education must be fundamental and universal, continuous and humanistic, interactive and informative in order to prepare a new class of experts competitive enough to the unending change and paradigm shifts of modern education.

In the context of globalization, extent and depth networking and collaboration are deemed necessary especially among developing countries. Todays' technological advancement, access on networking and collaboration towards quality education and training are just a mouse click away. Establishing trust and confidence among other institutions will just matter. The purpose of this paper is to show a perspective paradigm, ideas, facts and strategies in getting or attuning into quality education and training.

METHODS

Concept organization of this article was primarily based on issues faced by universities and other institutions in achieving quality education and trainings. Using literature search and obtaining concrete data for a concrete example of expedition to quality education, the concept paper was realized. However, due to hectic schedule and limited time of preparation concrete data was focused on the Mindanao State University, Marawi City expedition to quality education. Drawn from the literature search and concrete data, I proposed a strategic model that could be used as guide in the continuing expedition to quality education.

Educational Context and Challenges

Expedition to quality education is the journey or excursions of any institutions. *Why we need to have this kind of expedition*? *What is quality education? Why we need to improve educational quality? And how can we get there?*

Educators bring the banner of the expedition. Many research studies mentioned that educational quality is declining in all aspects especially among developing countries for many varied reasons. Stakeholders of education such as the school administrators, teachers, learners and support staff are facing issues and challenges in maintaining and or improving the quality education of their respective institutions. This may include lack of instructional qualities, quality instructional materials, facilities, quality of teachers, quality of students, financial stability, and supports from other agencies or institution. In order to address this foregoing issues and problems that we encountered, then there is a reason that we have to move forward and take the challenge toward attaining quality education.

Many concepts have been arising in explaining what quality education is. Based on my literature search, quality education is a concept that is rapidly evolving with different emphasis in accordance with education sectors, cultures and different players in the education system—student, teacher, policymakers, the business community, union and other organizations that may directly or

indirectly influence education. Quality education is the best fits of present and future needs of the particular learners in any given situations or circumstances. The concept of quality education also embraces the development of the potential of every member of each generation (Quality Education, 2012). If a certain educational institution provides students with the tools to deal with and find solutions to the challenges confronting mankind, then that institution is a quality education provider. In changing world this means that quality education yesterday might not meet the standard of what will be understood as quality tomorrow. Quality education should not be regarded as a process of consumption, but as a process of interaction between teachers and students (ETUCE, 20012).

The unending challenge of education is its quality improvement. Laying down the foundation for change at the same time attuning the best qualities of the present and for the future is very important in order to continuously improve the quality of education. Education can never be a neutral process; it will always be value based. The balance between objective "facts" and questioning these facts represents a great challenge to the professional teacher (ETUCE, 2002). We need to improve not only the quality of education but also the quality of training in order for us to compete globally. As reiterated in Charles Darwins' theory of evolution "*survival of the fittest and the defeat of the unfit*", then improving the quality of education and training is a call and commitments for any institution to survive this unending journey to educational excellence. According to the World Bank, lack of quality is the major problem in many education systems. UNESCO's "International Commission on Education for the Twenty-first Century" concluded in their report that "a greater focus on quality is desirable everywhere, even in countries where all children are enrolled in basic education", thus, quality education and training is always attainable.

Quality conveys difference in worth and ethos. Issues and concern for quality education emanates in the idea of globalization and Asian integration. Achieving quality educations needs quality training, and strengthened networking and collaborations. All educational stakeholders and students in every university and institution play a vital role in achieving the quality education. It needs thorough planning, and strong supports from other academe. Changing ideas, manpower, and even students is a pivotal strategy in achieving excellent education.

In order to achieve quality education and training, stakeholders in any academic institution must lay down an institutional plan that could serve as guide in reviewing the past, investigating and doing the present, and predicting the future which primarily includes the following; (a) quality of instructions includes administration, faculty, curriculum, physical and instructional facilities and students; (b) research and publications, and (c) extension and Linkages

With this era of globalization, the promising tools in achieving quality education and training are the strengthened networking and collaboration with different stakeholders, university, other institutions and agencies.

Let's take Mindanao State University (MSU), as an explicit example. Historically, MSU has only one campus strategically located at the Islamic City of Marawi, overlooking the beautiful scenery of Lake Lanao, the largest fresh water lake in the Philippines. MSU was established way back 1961 under RA 1387. MSU today, has grown into 7) campuses and three (3) integrated CHED Supervised Institutions located in strategic areas which cut across the Mindanao Regions. The growing MSU is now called MSU System, headed by one president and chancellors for each campus.

In terms of instructional qualities, MSU system composed of educational experts on different fields. Many programs has been awarded and recognized as the center of excellence and center of development. The continuous educational growth of MSU System is through collaboration and networking of different university, institution and other agencies within the Philippines and abroad. MSU Marawi Campus is the pioneering and main campus of the MSU System; however, it is sad to note that despite of being the pioneering and main campus, MSU Marawi lags behind from its campuses in terms of Center of Excellent and Center of Development. This issue is not due to poor of low instructional qualities, but rather it due to low research and publication, and weak networking and collaboration compared to its campuses around Mindanao Island.

Figure 1 MSU Research Outputs
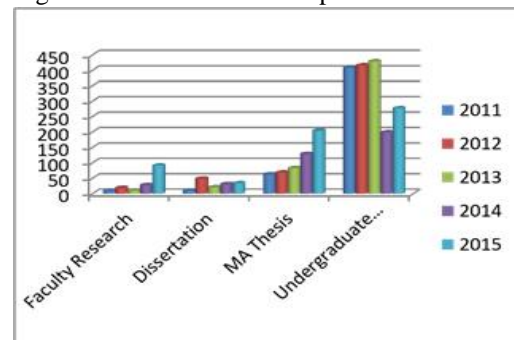
Source: MSU Annual Report 2015

Figure 2 MSU Research Publications & Presentations
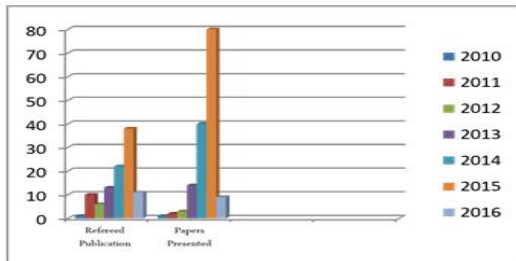
Source: MSU Research Center

Figure 3 Comparative Numbers of Top Ten Placers in Board Examination
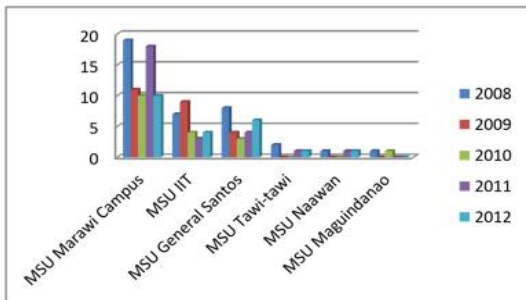
Source: MSU Annual Report 2012

Figure 4 Comparative Numbers of Top Ten Placers in Board Examination
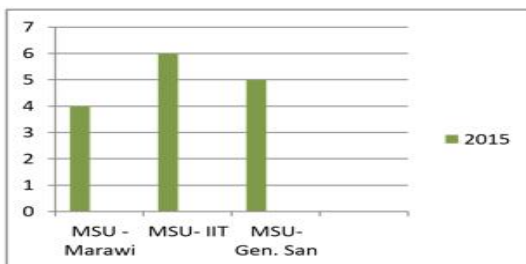
Source: MSU Annual Report 2015

Table 1 MSU Linkages and Partnership

	Name of Agency	Nature of Linkage
A. International		
1. 2. 3.	USAID PEACE TECH. INC. Legal Aid Clinic in Consortium with the United States Govt.	DONATION
4. 5.	Social Work Education Project Sponsored by Catholic University of America in Cooperation with Phil. Based Institutions Service on Line	FUNDING SOURCE ACADEMIC COOPERATION
B. National (23 Agencies)		
	7 Agencies (e.g. DOST, CHED, PAG-ASA, PHILRICE etc.)	FUNDING SOURCE
	16 Agencies (e.g. CPA Review Center, TESDA, etc.)	ACADEMIC COOPERATION
C. Local (20 agencies)		
	8 Agencies	FUNDING SOURCE
	8 Agencies	ACADEMIC COOPERATION
	4 Agencies	DONATION

Source: MSU Annual Report 2012

According to Middaugh (2009) benchmark of effective educational practice includes: 1) level of academic challenge (Course prep, quantity of readings and papers, course emphasis, campus environment emphasis), 2) student interaction with faculty members, 3) supportive campus environment, 4) active networking and collaboration, and 5) enriching educational experiences.

Quality Education Framework

Criteria
- Globally Competitive Learners
- Efficient Teachers
- Effective Schools with High Instructional Quality
- Supportive Community
- Competent School Heads

Strategies
- Consultation
- Planning-Workshops
- Orientations
- Retooling of Educators (Seminar-workshops, Training, Research)
- Collaboration & Networking
- Development Plan

Challenges
- Issues & Trends of Education
  - Global
  - National
  - Local, and
  - Environmental

Proposed Model for Attaining Quality Education and Training

Figure below is my proposed model for attaining quality education and training. The figure emphasized that attaining quality education and training is cyclical process. Since education is continuously changing, attaining or maintaining its quality is a ceaseless process involving different aspects and strategies. In order to keep abreast with the continuous change, the strategy must be in an iterative way.

Figure 5 Valdez- AQET Model

CONCLUSION

Collaboration and networking is not enough in attaining quality education and training, but it is a key that ignite the expedition to quality education. Strong collaborative efforts and networking on different educational sectors and agencies across the globe will provide opportunity for the educational system to improve its quality. This collaboration and networking in education is beneficial to all and provides a transformative platform that play vital role towards excellent in education. Collaboration and networking is one way of sharing ideas, resources may it be in a form of human resources, financial/facilities, curriculum, and exchange programs. This could also provide mutual relationships by establishing friendship and sharing of intercultural experiences bringing us closer not only on quality education and training but peace and unity as well. Thus, each institution must continuously strengthen their collaborative efforts and linkages or networking with other universities, institutions and agencies in order to continuously abreast on the modern trends and strategies in sustaining the quality of education and training, and other services they can offer.

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MODULE OF MAINTENANCE FUEL INJECTION SYSTEM USING THE FI DIAGNOSTIC TOOL FOR VOCATIONAL HIGH SCHOOL OF TECHNOLOGY STUDENTS IN BALUNG JEMBER

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ABSTRACT

Education is a conscious effort that is deliberately designed to achieve the goals set. One of the educational activities that play an important role in education is learning activities. Based on observations and the observations made at the School SMK Balung Jember Technology researchers found that students of class XII's Motorcycle Engineering for a better understanding of the diagnosis engine only on one type of vehicle brands only. This is due to media lab that there was only one kind of brand alone. So to handle that type of motorcycle or vehicle that different students feel difficulties. According to the head of the Department of Mechanical Motorcycles, school parties, in fact, have an FI Diagnostic Tool that can be used for Yamaha vehicles. The device cannot be used, because there is no media lab. This research in the Research and Development (R&D) by stages: (1) identification of problems; (2) data collection; (3) the design of the product; (4) design validation; (5) The revision of the design; (6) small-scale trials; (7) Product revision; (8) large-scale trials; (9) the revision of the product; (10) the product is ready for use. Data collection was performed by means of validating the results of the development of the media specialists and subject matter experts. The use of research results to produce modules FI Diagnostic Tool with details of the quality of the modules as follows: (1) on the validation results showed media expert feasibility level module of 88.11%; (2) on the validation results showed both material experts feasibility level module of 89.71%; the results of small-scale trials showed the feasibility of a module of 92.38%; and the results of large-scale trials showed the feasibility level of 90.92% module. It can be concluded that the products Gasoline Injection System Maintenance module FI Using Diagnostic Tool is feasible and can be used as a medium of learning maintenance fuel injection system-competency by students of class XII Motorcycle Engineering Vocational High School of Technology.

***Keywords:** learning module, injection system, vocational students, R&D*

Education is a conscious effort that is deliberately designed to achieve the goals set. One of the educational activities that play an important role in education is learning activities. According to Surayya et al (2014) study is an activity that has a purpose, namely to learning students to achieve their competencies. Learning to focus on "how to learning students, and not on" what students are learning "(Tyas, 2012). Therefore, teachers in the learning process not only serves as a source of knowledge but also should serve as a motivator and facilitator in the development of learner preferences in searching for knowledge independently.

Efforts by the government to promote education seen through Act No. 20 of 2003 on the national education system. This law mandates that major reforms in the education system today. Given the importance of mastering competencies gasoline fuel injection system for learners in vocational life, have been issued Graduates Competency Standards (SKL) by the government through Permendiknas no. 23, 2006 as a continuation of Act No. 20 of 2003. With Permendiknas 23 in 2006, it is expected of teachers in the classroom learning can use two methods or strategies are able to involve students actively in which learning tailored to the stage of development of student thinking, so that the learning techniques motorcycle engine maintenance, especially on the subject of gasoline injection system, will have a positive impact on the improvement of student achievement. Learning machine maintenance, especially on the subject of gasoline fuel injection systems cannot be separated from the availability of facilities, learning media and the selection of appropriate teaching materials by teachers. The ingredients in this case related to media lab (Motorcycles), then media learning is a means of support in doing practical work, while the teaching materials is an important thing that must be mastered by educators who will support students' learning activities. One of the teaching materials that can be used to support the activities of student learning is the module. The module is a process of learning about a given subject unit is arranged in a systematic, operational, and targeted for use by students, accompanied by their use guidelines for teachers (Tyas, 2012). In addition, the module can

be defined as a unit of teaching and learning program smallest detailed outline: instructional objectives to be achieved, a topic that will be used as the base of the learning process, and basic materials to be studied, the position and function modules, the role of the teacher in the process learning, tools and resources used, learning activities to be performed by students in three consecutive, worksheets filled out by students and program evaluation will be carried out (Setyosari, 1990: 7).

Implementation of the learning module can stimulate students to learn independently without having to wait the help of teachers, because learning the modules have been designed systematically to achieve competencies and learning objectives. Preparation of modules can be tailored to the characteristics of students according to the level of thinking of students, which is expected to improve students' reading interest and can improve learning achievement. Modules can assist schools in achieving quality learning. Application of modules can provide more learning activities well planned, independent, thorough and the results (output) is clear. Modules can facilitate students more interested in learning, learners are automatically learns departed from Prerequisites, and can improve learning outcomes (MONE, 2008a). According Santyasa (2009), the benefits of learning with application modules are as follows: 1) increase the motivation of learners, because every time the task was clearly limited subjects and according to his ability; 2) after evaluation, educators and learners know the true, the module where learners have been successful and on the module which they have not been successful; 3) students according to their ability to achieve results; 4) teaching materials more evenly divided in the four semesters; and 5) education more efficient, because the material prepared according to levels of academic subjects.

Based on observations and the observations made at SMK Balung Jember Technology on the subject of gasoline fuel injection systems that are taught on the subjects of machine maintenance XII Motorcycle Engineering students in particular about the diagnosis of engine trouble. Researchers found that students of class XII's Motorcycle Engineering for a better understanding of the diagnosis engine only on one type of vehicle brands only. This is due to media lab that there was only one kind of brand alone. So to handle that type of motorcycle or vehicle that different students feel difficulties. But according to the head of the Department of Mechanical

Motorcycles, school parties, in fact, have an FI Diagnostic Tool that can be used for Yamaha vehicles, but the device cannot be used, because there is any media lab (motorcycles with this type of Yamaha). During this learning disorder diagnosis injection system for vehicles Yamaha not so stressed. Another factor that led to this material is less taught that teachers' lack of understanding about the use of this tool is also due to the absence of a media lab. This has an impact on student learning outcomes short of the standards of competence to be achieved due to learning focuses on one type of media practicum course. Also in the automotive market, today almost all manufacturers of motorcycles being intensively promoted five injection motorbike, so that demands competence and experience in the vocational school graduates is very high. Based on the thought and consideration of the above problems, the researchers looked at the need to develop modules System Maintenance Injection Gasoline Using FI Diagnostic Tool more interactive and easy to understand students and will assist teachers in the delivery of such materials, and to improve the learning achievement of the fuel injection system gasoline learners class XII SMK Balung Jember Technology. So, that if the school does have a media lab (motorcycle Yamaha) no longer difficult matter and teaching materials for media researchers have made a worthwhile learning for teachers and students in particular.

METHODS

Maintenance learning modules Injection Gasoline System using FI Diagnostic Tool on the subject of Injection Fuel System Maintenance, aresearcher in the Research and Development (R & D). Sugiyono development model chosen because in this model there is a design validation to media experts and subject matter experts prior to product development in the trial of the trial group.
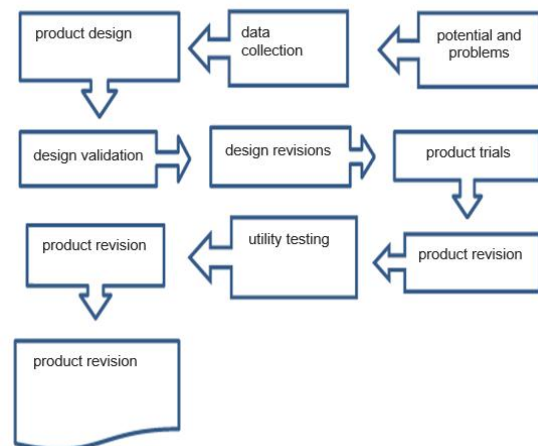
Figure 1 Step-by-step development of research Research and Development (R & D) by Sugiyono (2009)

After finding the problem, it is necessary to collect information that can be used as a material planning for certain products are expected to tackle the issue (Sugiyono: 2013). The information needed is: (1) the suitability of the syllabus and subjects KI KD Maintenance Engineering. (2) Formulation of the development goals of teaching materials. (3) The lattice material. (4) Lattice Sheet Practical/Job Sheet. (5) The assessment criteria. There are several types of data collection techniques including written tests, observation, interviews, questionnaires, documentation, and survey. From some of the data collection techniques, the instrument used in the research and development of this learning module in the form of free interviews and questionnaires that are semi-enclosed.

Free interview guidelines in this research namely, the researchers did not use the interview guides which contain questions to be asked specifically, but only important points that want to be extracted from the informants/respondents. Further assessment questionnaire used to determine the feasibility of learning modules, the interest of students towards learning modules, and the role of learning modules in determining learning outcomes which contain written questions. The questionnaire used is a semi-written, because there is a question in the questionnaire with a check mark (√) and provide advice on aspects assessed. This questionnaire contains to value that stuffed by test subjects in the field of assessment. The answer to that is, given a score using a Likert scale with a range 4,3,2,1. Likert scale used has been slightly modified. Researchers did not use the criterion of "Neutral" to avoid respondents chose these scores.

RESULTS AND DISCUSSION

Development of Fuel Injection System Maintenance module FI Using Diagnostic Tool is designed as a medium of self-learning on students and teachers in presenting the material form. This module contains learning materials theory and practice are expected to facilitate the students understand the material maintenance of fuel injection system. While the problems facing, the schools are the limitations of the media lab of a motorcycle with other brands in this case that supports the Yamaha Fuel Injection System Maintenance Using FI Diagnostic Tool. During this learning maintain fuel injection system only focused on one type of vehicle brands only. So, that student's competencies acquired less than the maximum. In addition, the studies teachers are also not so

mastered the use FI Diagnostic Tool with the Yamaha brand is also due to limited media lab.

This preliminary lists of competencies to be taught, description, time spent on the module, the module operating instructions for students and teachers, objectives, and check the initial ability to know the basic ability of students before using this module. The following preliminary Petrol Injection System Maintenance Module. Learning is a plan to achieve a predetermined competence and also contains learning activities related competencies will be taught. In the first learning activities students are encouraged to understand about the injection system as the basis for further follow learning activities. In the second learning activity, students are introduced to the FI Diagnostic Tool and how to use these tools and there is a table of handling damage the injection system.

The results of expert assessment of media

Media expert validation conducted by lecturers Mechanical Engineering Education, theState University of Malang with expertise in the manufacture of learning modules. Aspects assessed include aspects of several indicators of the effectiveness of the design with each individual aspect. Following the presentation of data from media expert validation of the draft development Gasoline Injection System Maintenance module FI Using Diagnostic Tool:

Table 1 Results of Value of Media Expert Assessment

Aspect	P (%)	Qualification
The effectiveness of the design module		
a. Font size	100	valid
b. Shape / typeface	75	enough Valid
c. The picture quality	50	Less Valid
d. The image size	75	enough Valid
e. Whitespace / empty space	75	enough Valid
f. Cover	100	valid
Consistency		
a. Consistency words, terms, and phrases	100	valid
b. Consistency shape and size of letters	100	valid
c. Consistency font, layout, and spacing	75	enough Valid
Format		
a. format page	75	enough Valid
b. format column	100	valid

c. format paper	100	valid
d. Icon that is easy to understand	100	valid
e. Layout	100	valid
Organization		
a. Matter	100	valid
b. Chapter / Section	100	valid
c. Map or chart	75	valid
d. Order and systematic arrangement	75	enough Valid
e. Placement of text, illustration, image	75	enough Valid
f. Titles / subtitles	100	valid
g. paragraph	100	valid
average	**88,11**	**Valid**

Based on the results of thevalidation of media experts, the overall result average percentage of 88.11%, thus Maintenance module Fuel Injection System Using Diagnostic Tool FI valid and worthyusing. This assessment includes two aspects which consist of material quality and usefulness of the material with some of the indicators on each aspect of the assessment. Following the presentation of data from media expert validation of the draft development Gasoline Injection System Maintenance module FI Using Diagnostic Tool:

Table 2 Results of the assessment of the validator

Aspect	P (%)	Qualification
Quality Materials		
a. Relevance to the syllabus	100	valid
b. The relevance of the material to the learning objectives	87.5	valid
c. completeness of the materials	87.5	valid
d. clarity material	87.5	valid
e. material	87.5	valid
f. evaluation of material	87.5	valid
g. Accuracy of competence	87.5	valid
h. truth material	87.5	valid
i. Degree of	75	enough Valid

difficulty		
j. the depth of material	75	enough Valid
k. Ease of application	87.5	enough Valid
expediency material		
a. Help in learning	100	valid
b. facilitate understanding	100	valid
c. Provide a focus	87.5	valid
d. Improving knowledge	100	valid
e. Referring to the self-learning activities	87.5	valid
f. improves the competence expediency material	100	valid
average	**89,71**	**Valid**

From the results of the validation performed by two validators materials experts, result inaverage percentage of 89.71%. Thus Fuel Injection System Maintenance module FI Using Diagnostic Tool considered valid and feasible for use and can proceed to the next stage.

Table 3 results of a pilot study group

Aspect	P (%)	Qualification
1. I am pleased to learn the modules	89	Valid
2. Module I use interesting	88	Valid
3. The material presented is easy to understand	87	Valid
4. The size and shape of the letters in this module can be read clearly	92	Valid
5. The pictures that I read in an interesting module	88	Valid
6. I easily carry and read this module	84	Valid
7. I helped with this module when studying in class	86	Valid
8. I am interested in understanding	89	Valid
I'm easy to follow step by step the course of the use of modules	91	Valid
10. I more easily understand the material when using modules	89	Valid
11. I am happy when	88	Valid

learning using injection system maintenance module		
12. I am pleased to learn this used	86	Valid
13. My concern increased when studying the use of the modules FI Diagnostic Tool	86	Valid
average	**90,92**	**Valid**

From the results of the trial use of a large scale with 25 students of class XII TSM 1, obtained an average percentage score of 90.92%. Thus Fuel Injection System Maintenance module FI Using Diagnostic Tool considered valid and feasible for use as a medium of learning in the maintenance of competence fuel injection system.

Discussion

Maintenance module generates research results Petrol Injection System Using Diagnostic Tool FI module quality with the details as follows: (1) on the validation results showed media expert feasibility level module of 88.11%; (2) on the validation results showed both material experts feasibility level module of 89.71%; the results of 59 trials showed the feasibility of small-scale modules of 92.38%; and the results of large-scale trials showed the feasibility level of 90.92% module. It can be concluded that the products Gasoline Injection System Maintenance module FI Using Diagnostic Tool is feasible and can be used as a medium of learning theincompetencysafe fuel injection system by students of class XII Motorcycle Engineering at SMK Balung Jember Technology.

Revisions were made to enhance shortage Pengggunaaan modules FI diagnostic tool based on feedback/input from media experts and subject matter experts, namely: (1) the size of the margin of the paper; (2) the clarity of the image; (3) Grammar; (4) The title of module; (5) changes the position of the module with the term map map notch competence. Furthermore, the advice from experts is used as a reference for revising the product before the test-piloted to the students. The questionnaires were givento students, no suggestions/feedback regarding the use of modules, for the average student had the pleasure of using such modules.

CONCLUSION

The end result of this research and development is learning media in the form of modules Fuel Injection System Maintenance Using FI Diagnostic Tool that can be used in the learning process TSM class XII students in SMK Balung Jember Technology competence gasoline injection system maintenance. At The modules contain materials and a series of activities that have been arranged systematically to achieve the learning objectives in accordance KI-KD existing on the syllabus.

Maintenance module generates research results Petrol Injection System Using Diagnostic Tool FI module quality with the details as follows: (1) on the validation results showed media expert feasibility level module of 88.11%; (2) on the validation results showed both material experts feasibility level module of 89.71%; and the results of large-scale trials showed the feasibility level of 90.92% module. It can be concluded that the products Gasoline Injection System Maintenance module FI Using Diagnostic Tool is feasible and can be used as a medium of learning in competencysafe fuel injection system by students of class XII Motorcycle Engineering at SMK Balung Jember Technology.

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PIONEERING TOWARD AN INTEGRATION OF LEADERSHIP: SERVANT AND INSTRUCTIONAL LEADERSHIP

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ABSTRACT

Education was challenged recently by the demands of delivering a stimulation or shock therapy in favor of improving educational organization in order to produce the educated participants with better quality and to create excellent performance among all components of school organization. One thing that can stimulate the progress and quality of educational organization or school was good performance from school leader who shall carry on the leadership task using proper model and approach of leadership based on Indonesia educational philosophy, especially at modern context loaded with the echo of mental revolution. Mental revolution movement attempted to answer the question in Indonesia education about how to develop excellent education with integrity. This movement must be supported by proper leadership model, including servant leadership without disregarding the essence of learning activity. This leadership can be integrated with instructional leadership which then shall be expected to deliver a certain leadership model that can touch with the heart of the unity of logic and action to achieve educational goals.This writing was a theoretical review. It represented a pioneering step to integrate servant leadership and instructional leadership. Both leadership models were complementary and also suitable to be used by the principal as school leader. This integration may also be useful to develop self-integrity and self-capacity of the principal in facilitating and improving the growth of learning activity at school. By taking analogy from leadership at the organization, educational leadership was also required to deliver education in better quality, either in service, by ensuring the integrity of all components of organization as shown by their excellent and good characteristic.Principal who applied servant leadership and instructional leadership at the school will display different approach than usual. This integration was fully loaded with the essence of educational philosophy and closely related with educational enthusiasm that underscored some important values, such as trust and empowerment to give role-model or to enforce it, and also counseling and motivation as the important spirit for wrapped educational organization.

Keywords: servant leadership, instructional leadership, school.

In essence, a leader has the appeal or power also authority to influence those surround him, therefore leader known as one of the key for organization advancement. If leader in his leadership has failed to do his duty, it would affect toward organizational survival. Leader is a process of "superior to encourage his subordinate to behave toward superior's intention" (Bennis, 1959 in Hughes, Ginnett and Curphy 2012), it means that a leader should has passion and power to influence the achievement of organization goals.

Engkoswara and Komariah (2012) expressed that educational leadership is a process to affect, coordinate and drive people behavior and to change into more positive direction in an effort for education success. Principals as school leader were required to developed educational organization in a directed, planned and sustainable manner in order to improve educational quality toward outcome and performance improvement of all school's components.

Leadership is something that always evolved and one type of this contemporary leadership is servant leadership which adopt ethical leadership model for service and introduced by Robert Greenleaf (1977).

The enthusiasm of servant leadership that adopt servant profile as leader, in fact could be implemented in organization management at school by using leadership model who prioritize other party based on sincerity in delivering service along with trust which would open new opportunities for empowerment effort without ignoring the essence of leadership by paying attention toward learning activities as adopted in instructional leadership.

The existence of this leadership model was seen in accord with educational enthusiasm in Indonesia which filled of philosophy in giving role model, initiative and encouraging for building high quality human resources, that is whole school component was marked by improvement in achievement, teacher performance and teaching staff. Traditional view concerning organization which used to be pyramid ways of thinking showed position of leader at the top of the pyramid and subordinate or follower at the bottom of this structure. But it would change through contemporary leadership model servant leadership which reverse this pyramid and leader would be at

the bottom to support organization and take responsibility by focusing to his followers.

Servant leadership is the type of leadership that positioned leader not at the summit to command or control, but to serve and then lead (Crippen, 2006 in Yenming, 2012). Neuschel (1998, in Russel, 2001) suggest that not much leader could serve, since a leader has his privilege to be serve. However, it was different if we were talking about servant leadership, therefore basic motivation of this leadership is the desire to serve.

This paper tried to integrate servant leadership and instructional leadership as a follow up of leadership model within school which paid attention toward human relation without creating gap and ignoring the essence of educational organization by creating conducive and high quality learning situation.

Servant leadership is one of leadership type that has leadership essence which prioritize on delivering service to other people. Yenming et al. (2012) suggest that servant leadership as leadership type is more effective since it reflect the usage of leader's best power through serve, with findings that leader was expected to "hear" and "empathized" and "build community" (mutual understanding and sharing), which means that human relation was build above sincere self-unity.

Urip (2015) suggest that relationship through the creation of good interaction would resulted in team cooperation based on common values ownership (shared value, shared purpose, sense of belonging) to achieve goals, with leader who always use his heart and appreciate things who also sincerely acknowledge the success or motivating his follower in order to improve his weakness thus it could leverage someone's professional performance improvement and impacted the organization performance.

Concept of servant leadership has marked the leadership paradigm shift from authority-based power toward empowerment (Dambe and Moorad, 2008 in Yenming, 2012) which full with attention given toward member of organization.

Tracing inward within educational world in Indonesia, we could see that servant leadership has philosophical content such as trust and empowerment which could be implemented by school principal in school and accord with philosophy of educational in Indonesian from Ki Hajar Dewantara, "Ing ngarso sung tulodo, in madya mangun karso, tut wuri handayani". This philosophy is full of essence in trying and giving role model,

guidance also encouragement as the spirit that encase educational organization.

Servant leadership has unique element and differentiate it with other type of leadership as suggested by Kent (2016) based on Robert Greenleaf theory (introduced in 1970 see Daft, 2011) that servant leadership has (1) moral component, it means that moral is an integrated part as identity of leader and transferred or spread toward his/her subordinate or followers; (2) focus toward service for his/her follower or subordinate, it means leader paid attention for repairable, improvement or performance achievement of subordinates and not just for the interest of organization; (3) paid attention toward the success of all stakeholder, it means organizational leader viewed that organizational success is not independent of its internal or external components related with the organization such as: employees, customers, business partners, or the people; (4) self-reflection, as an effort to avoid arrogant leader profile.

Daft (2011) suggest that leader in servant leadership has placed themselves to appreciate and trust others through action that spur participation, sharing some power, improve self confidence or beliefs, stimulate creativity, fully responsible, and naturally encouraging other to learn and contribute. Eventually leader would raise great motivation from his/her employees to work and to involved their heart to achieve organizational mission and purpose.

Ideas of servant leadership has direct use toward behavior that nurture individual development within organization through listening, emphatizing, taking care and awareness to developed follower in ethical manner, thinking and encouraging good interpersonal relationship with their colleagues (Walumba et al., 2010 in Hoy and Miskel, 2014). This showed that leader paid attention toward humanistic aspect by trying to build good relationship through developing altruism (non egoistic trait). However, core character of servant leadership (Sendjaya and Pekerti, 2010) not just emphasizing on leadership but also on "servantness" and the focus of servant leadership lies in his follower and not toward organization. Expression from Sendjaya and Pekerti, to assert the philosophy and emphasze that become the attention of servant leadershp are "servantness in leadership" and "lead to serve". The existence of leader was based on a belief that organization would be effective in pursuing its goals if they facilitate the growth and development of each individual within organization.

Greenleaf (1977) identify several key attributes from this servant leader, such as: initiative, listening and comprehending, imaginative, ability to attract, support and

empathize, intuitional, future oriented, aware and understanding, have the ability to persuade, conceptualization ability, to heal and to serve also ability to build community. Characteristic that became the soul of servant leadership used by Greenleaf in his development keep evolving to applied in organization by focusing its energy toward growth and achievement of employee's aspiration.

Russel (2001) expressed that core element values of servant leadership was based on modest and respect values and attention focused on trust, appreciation for others and empowerment. Sendjaya and Sarros (2002) suggest that "motivational element of servant leadership (first is to serve) expressed the basic assumption which differentiate this concept from other leadership concept. This assumption form servant leader mental model which "I serve" and not "I lead". Main reason why there were leader to serve and not to lead has been viewed differently, but servant leader execute or act with the assumption that "I am a leader, thus I must serve" than "I am a leader, thus I lead".

Mental model suggested by Sendjaya and Sarros, basically put the leader as a leader with philosophical idealism whereas his existence is to lead for the development and effort for other interest within organization which eventually lead to work effectiveness and achievement of organization's goals.

Servant Leadership that based on philosophy to serve would certainly did not reduce or eliminate the capacity or the power of a leader, therefore his power lies behind his self sacrifice to serve. This is in accord with expression of servant leadership from Stone et al. (2004) who believed that organizational goals would be achieved in long term by facilitating growth, development and prosper of all individual that compose the organization.

Russel and Stone (2002) functionally identified several aspect from servant leadership, those were: vision, honesty, integrity, trust, service, model, pioneer, respecting others, empowerment. This could be outlined as follows:

1. Vision, is an ideal and unique future description which build from formulation as an effort to see the need and achivement for the future. Leader should possess the ability to communicate this vision not only in verbal manner but also integrated within observable behavior and consistent manner.
2. Honesty and integrity, as a whole and describe good leadership character also related with moral content ethics. Honest and integrated leader could act as description of good leader with credibility (trustworthy,

have good habit, value driven, show some character and competent) would raise trust and commitment from his followers.
3. Trust, is the root of leadershp as a significant factor that influence relationship between leader and member or followers, leadership would become effective and productive. A leader should paid attention toward effort in demonstrating or showed personal integrity in organizational task and his loyalty to build trust of his followers, and having competence through knowledge and skill possesiveness.
4. Service, is the basic motivation of a leader with the desire to serve and choose to ignore his personal interest. Leader who serve would meet the necessary resources to achieve success or organization's goals and give meaning toward work. Therefore, the work to caretaking is a basic part of service and this was done by member of organization and leader.
5. Model, is a visible form and shown as the example or role model of a leader which is an important element of servant leadership. Leader who serve would attract his followers into commitment, dedication, discipline and excellency. Leader expected to show visible behavior through his interaction with his followers.
6. Pioneer, positioning demend for leader to become initiator and remarkable agent of change, able to take good decision, ready to take the risk, ready to face challenges, also showing courage. Influencing and persuasive in servant leadership was initiated from wisdom enthusiasm shared by leader and trying to reach mutual development and comprehension, thus member would voluntarily follow due to influenced and convinced.
7. Appreciating others, is a compulsory requirement that should be done by leader to show appreciation, value and encouragement also care toward his followers. Listening and encouraging as compulsory part of a leader carry the essence of caring and become useful for others. A good leader is a leader who was ready to "ask, pay attention, listen" also always ready to "encourage, communicate, supporting".
8. Empowerment, is the main element of leadership excellency particularly in servant leadership. Empowerment has emphasize team work and reflect mutual caring and equality. Teaching and delegating in empowering has positioned leader's role to learn and then to teach principles and values that would make his followers able to lead. Then, leader who delegate would show some sharing responsibility with the essence to give opportunities for his followers so that they could do their best, other than that, delegating task would also showed authority sharing

activities, however it did not relesase the existence of a leader.

Traits of servant leaderhip, in fact has been describing self wholeness of a leader in conducting his task as an excellent skilled leader behind his act to put others first or to serve others.

The change and advancement nowadays has positioned school principals as leader in school (educational organization) faced with lots of challenges to develop educational organization in directed, planned and sustainable manner to improve its learning-related education quality.

Instructional leadership is leadership practiced within educational organization by paying attention or focused on learning activities such as curriculum aspect, teaching-learning process, assessment, teacher development or development of learning community. The point is, instructional leadership give prime service for instructional activities to improve student's quality and all school's components (teaching staff and educational staff).

Brown and Chai (2012) suggest that learning or leadership term that focused on learning, would consist of several leadership practices, including clear arrangement and communication concerning learning objectives also expectation of achievement which paying attention toward resources strategy as achievement priority also the existence of instructional monitoring and evaluation for teachers and paying attention toward promotion or support for learning activities along with development and effort to create orderly and safe environment for all staff and students. This condition showed that instructional leadership also contribute in effort and paid attention toward arrangement of whole educational organizations's components so that school would run effectively by emphasizing toward quality improvement of all school's components.

De Roche (1989, in Kusmintardjo, 2003) identify ten factors related to effect aspects of school principal's instructional leadership which are:

1. Give lots of attention toward academic aspects, means that school principal has the capability to academically manage the learning activities.
2. Implement instructional supervision, means that school principal consistently conduct monitoring and try to improve learning activities through counseling and motivating efforts.
3. Evaluating teacher performance, which means school principal always conduct teacher's performance improvement through evaluation.
4. Implement staff development, which means school principal always give the opportunities for teaching staff and educational staff to improve their knowledge, also give them training room to improve their skill.
5. Build and encourage cooperative decision making, which means that school principal alwas create democratic ambience in school environment and giving opportunities by creating liberal situation to communicate their opinion, even whole school components would actively involved in giving suggestion or input, so that every effort to improve school service can be discussed together and decided unanimously.
6. Determine evaluation system for student's studies, which means there was clear arrangement which act as reference point for student's studies evaluation to obtain the expected achievement.
7. Determine assessment standard for curriculum effectiveness, which means that learning program would be balanced with curriculum according to the valid national standard and requirement.
8. Providing learning sources needed by teachers and students, which means facilities provision to support activities in order to achieve effective learning.
9. Determine set of learning success source, which means there was predetermined achievement standard to conduct improvement for the advancement and improvement of teacher's performance and student's achievement.
10. Conduct function as effective learning manager, which means that having the ability to manage all resources possessed by organization to pursuit the goals in improving student's achievement, teacher's and staff's performance also organization performance as a whole.

Supriadi and Raheem (2015) suggest that instructional leadership from school principal, in fact, has been focused on improving school's educational quality by conducting supervision act, improving curriculum, and developing human resources in school, leading learning regarding school management, monitoring, evaluating and assessing various instructional activities in school. These confirmed that instructional leadership is a dynamic leadership that try to conduct improvement effort or to touch and manage owned resources.

Patterson (1993, in Direktorat Tenaga Kependidikan, 2010) define effective instructional leadership as follow:

1. School principal socialize and ingrain the content and meaning of vision of school. Principal should also capable in build habits of sharing opinion regarding formulation of vision and mission of school, and would try to maintain that vision and mission of the school has been agreed to by all school's member and carrying its implementation.
2. School principal would involve stakeholders in school management (participatory management). School principal would involve stakeholder in decision making and in school's operational activities accord with the ability and valid juridical limitation.
3. School principal would give support toward learning, such as supporting instruction that focused on learning interest of students would become the priority.
4. School principal conduct monitoring toward teaching and learning process so that they would understand better and realize what was happening inside their school.
5. School principal would act as facilitator so that in many ways could found out the difficulties in learning and able to help teacher in dealing with this difficulties.
6. Creating learning school climate by having these behavior: empowering school citizen as much as possible, facilitating school citizen to learn and re-learning, to encourage independence of each school citizen, giving authority and responsibility toward school citizen, encouraging school citizen for accountability toward process and outcome, encouraging teamwork (cohesive, smart, dynamic, harmony and agile toward the main customer, which is students), persuade school citizen to make the school focused on student's service, always ask school citizen to be ready and friendly in facing change, ask school citizen to think systematically, ask school citizen to commit toward quality excellence and ask school citizen to conduct sustainable improvement.

Things related with instructional learning formulation, finally through Direktorat Tenaga Kependidikan PMPTK (2010) in its agenda of Strengthening Ability Training Principal, has formulate several important items regarding school principal as instructional leader, which are:

Understanding role of school principals that need to be developed:a) Managing a portion of leadershi; b) Implementing school leadership role more likely as servant than as ruler/ boss, and c) Developed flexible leadership style and smooth speaking style and avoid the rigid leadership style

Implementing accountable responsibility:a) Build learning community in school for student's success; b) Encouraging responsibilities of all business partner or stakeholder; c) Raising community resources for student's interest; d) Helping students to become success in their studies, and e) Avoid looking for scape goat over unsuccessfulness, and stay positive thinking and behaving to move forward.

Do the job professionally: a) Always do self-reading and self-reflection; b) Looking for ways to develop him/her self, guiding others and give contribution toward others based on owned profession; c) Accepting change as friend, it would make you stay active, aware and developed; d) Become number one as learning model by building learning community in school; e) Always sharpen your role as instructional leadership; f) Allocating time for class visits; g) Communicate your strong desire to success toward teacher and students in words and action; h) Translating school vision into daily activities, and i) Facilitating working group based on instructional leadership

Always try to maintain: a) To become director to achieve school's goals; b) To become clear supporter; c) To conceive mistakes as opportunities to learn, and d) To stay happy while working.

It was also emphasize by May Jo (2007, in Direktorat Tenaga Kependidikan PMPTK, 2010) that a school principal as instructional leader should conduct task and function, as follows:

Use most of time to give attention toward what actually happening within classrooms, conduct learning process observation, and encouraging performance improvement for teacher and students in order to achieve maximum learning studies.

Tracking student's test result and other indicator to help teacher in focusing its attention toward students with difficulties and those who needs teachre's help to overcome it.

Focusing most of time to improve teacher's quality and its utilization in learning.

Give new challenge for the teacher to study about them self whether self is considered as traditional teacher (out of date) or modern teacher (update), and

Give opportunities toward teachers to share information and work together to developed curriculum and its learning.

Eventually, role of school principal which paid attention toward learning activities, in fact would resulted good learning management, existence of learning practice improvement, and able to create good and healthy learning climate in school environment.

Servant leadership and instructional leadership is two type of leadership that could be

integrated to be implemented in a framework to obtain effective organization. Both of leadership model has the same philosophy in supporting the purpose of educational activities and in accordance with function and objectives of national education written in Statute of Republic of Indonesia No. 20 of 2003 concerning National Education System Chapter II Article 3, that:

National education functioned to developed the ability and to form character and dignified nation civilization in order to educating nation, with the objective to develop learner's potential in becoming faithful being toward God, with good nature, healthy, knowledeable, skillful, creative, independent and able to become democratic and responsible citizen.

It means that education is highly related with character building or existence of individual with holistic nature within learner or professional requirement from other component related with education, such as teacher and school principal's responsibilities as leader in school organization to create certain climate and ambience that able to build teacher's performance achievement with the support of all resources in efficient and effective manner.

Taylor et al. (2007, in Hoy and Miskel, 2014) discovered that the role of school principal as servant leader has high score in working and better than colleagues with lower score in the same leadership practice, therefore servant leadership inspire, facilitate and encourage teachers and become behavioral role which support them and against the status quo. Along with this, Hoy and Miskel (2014) suggest that servant leadership was actually offer potential in useful leader behavioral aspect, since school is a service organization that has effect beyond the organization itself, meaning that servant leadership value, if implemented by leader in education organization would have positive potential in its implementation within schools by school principal, moreover if supplemented with instructional leadership.

True leadership such as servant leadership has philosophical content with basic motivation to help others (Hughes, Ginnett and Curphy, 2009 in Yenming, 2012) and instructional leadership that has been developed since long ago cannot be separated from realization that there is the need for human to help and to serve. School principal as educational leader function to realize harmonic human relation in order to build and develop cooperation between personnel, so that they would cohesively move toward goal achievement through their willingness in doing their own job effectively

and efficiently (Nawawi, 1982). This was in accord with the spirit and content met within instructional leadership, wheres school principal positioned as leader with ability to empower school citizen and build learning community of school citizen along with team cooperation, encouraging independence, excellence and high performance.

Eventually, educational management by school principal would prioritize prime service and try to create conducive and sustainable learning environment as the commitment and requirement of promise delivery as educational leader. Sergiovanni (1982, in Sagala, 2010) suggest that education quality received in school would resulted learning quality as product of managerial effectiveness of school principal and support by teacher and school staff would become the reflection of school's effectiveness and success.

School principal in its practice should give optimum service regarding their task demand toward teacher and other school staffs. If school teacher give sufficient service toward all school personnel, they would eventually give optimum service toward learners either through teacher or educational technique services by educational staffs.

If school principal applied servant leadership and instructional leadership at school, leadership showed by a leader would be able in providing different approach full with educational philosophical essence and answering contemporary expectation in post-modernism era. Servant leadership along with instructional leadership can become the option to implemented in school principal leadership, moreover due to its related with national education enthusiasm in Indonesia. Both would be integrated through school principal's acts as instructional leader who give attention toward learning activities with service to help teaching staff and educational staff in pursuing their personal interet as teacher and to conduct professional job in improving performance of learners.

CONCLUSION

Conception of servant leadership has marked the leadership paradigm shift from authority-based power toward empowerment (which full of attention toward member of organization). Whereas servant leadership would show and developed in the framework of empowering and developing member existence, followers or members in broader scope would impacted all related stakeholders. For instructional leadership, it is a long existed leadership and exist by emphasizing toward achievement and improvement of learning activities in school ground.

The existence of leader which based on belief that organization would be effective and able to

reach its goals while facilitating growth and development of each individual within organization has become the stimulant spirit for a leader that apply servant leadership along with instructional leadership.

In school organization, principal as educational leader has been required to moved by creating harmonic human relation toward goal achievement through willingness to conduct one's own task effectively and efficiently.

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VOCATIONAL SKILLS DEVELOPMENT MODEL WITH INTERNSHIP IN HOME INDUSTRY FOR DEAF CHILDREN IN CLASS XII SLB ABCD YSD POLOKARTO YEAR 2016

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ABSTRACT

The main objective of this study was to develop a model of of vocational skills that are useful in providing a direct experience in employment on the disabled especially tuna rrungu There are two objectives to be Achieved in this study are (1) formation of skills that are beneficial to the deaf (2) Found models of learning the right skills for Deaf children. To achieve the research objectives, the qualitative approach to research that is used in this study consisted of preliminary studies, planning activities, development, validation, evaluation and reporting hasil.Studi preliminary and the model selection activities performed on the initial stage.The Data has been collected and further processed and Analyzed diskriftif preliminary qualitative results are on the whole subject requires a real field experience in the working world. The models is tested Gave a positive impact on the increase is in the children's skills. The formation of extraordinary research agreement between the school and the corporate world. Provide knowledge to the business world that people with disabilities also can work well.

Keywords: deaf, internships, skills vocasional

People with disabilities are deaf basically have a normal level of ability that there are even more. With such conditions also impact positively on the ability and development in the area of skills in have.According to Ponijo (2013: 6) .lose hearing ability can be classified into several types, namely: (1) Not being able to hear is a condition in which children lose hearing ability either be permanent or temporary, which could affect performance learning outcomes. For heavy damage will cause the loss of the ability to process linguistic information obtained through hearing.; (2) Deafness is the loss of hearing ability in nature that is very heavy. This condition influence show learning outcomes. (3) Difficulty hearing is the inability to hear or egregious but not including deafness category.

According Permanarian (1996: 26) explains that deaf is a term given to people suffering from disorders deaf.Goal of educational efforts sought for deaf children in particular and special needs in general is so that they can develop themselves as much as possible in accordance with their condition in order not into burden on families and communities.

Optimizing the potential that could be developed in children with hearing this, the teacher provide the education needed for their life later. Education suitable for a child's life are the future of vocational education or life skills (life skills) .Educational life skills in the form of a learning skills.Administration in the subjects of skills can help children to improve creativity and hone memory, intelligence sourced from sight and motor are normal (Aspuriyah, E-Jupekhu, Volume 1, No. 1, January 2013: 516) skills development of vocational for persons with disabilities there are several programs start must be made, namely (a) provide training and guidance for developing positive habits, attitudes and work values in everyday life, (b) provide training and guidance to establish and maintain relationships within the family, society, and the workplace, (c) provide guidance and awareness of alternative jobs, (d) provide training oriented to the world of work are realistic as producers and as consumers, (e) provide vocational training are evident in everyday life (Suparno, Haryanto and Edi Purwanto, journal of Special Education, Vol 5, No.2,November2009:13) Based on the purpose of vocational skills education for deaf children is intended to allow the child later able to live independently in terms of economics in society. Children are also expected to have the income or increase the income of the family economy. In exceptional school curriculum, the learning of skills including in extra-curricular and is supporting students' skills in addition to learning in the academic field in order to further enhance the

creativity of children deaf.Type skills given to children adapted to the available resources in the environment of each child. Efforts that education has a functional value to the lives of students, one of them through an apprenticeship program in industry / jobs that correspond to areas of expertise siswa.Magang is a series of learning activities while working students to hone skills and skills obtained in the bench school.Practice industry or internship can be interpreted as a learning process in which a gain and master craftsmanship with street involved in the process work without or hint people who have been skilled in his work. (DG Dikluspora) the internship can be done traditionally (SME and Home industry) semi-modern (business Medium) and modern (great need) In the book National training boardAustralia (1995), an internship is one form of education and training that will establish the competence of didik.Anonim (2008) describe that competency baed education and training (CBET) is the education and training of a drip emphasis on the mastery of knowledge and specialized skills and their application in the field of employment. Knowledge and skills that must be demonstrated with existing industry standards, not the standards prescribed by the relative success of a person in a group. From the description above, the writer can take any material discussion that apprentices in the implementation of deaf children is to provide direct experience of children entering the world working.So that children can receive education and training in a structured than to give someone who has an expert in the field of work.

A number of issues related to the implementation of the internship program that must be addressed about the academic aspects, among others, include the establishment of interest-purpose learning, assessment, accreditation and administrative aspects. Internship program execution system that is still not effective due to the lack of coordination among blame groups are involved, less tersturktur, less selective, and unplanned. The internship program in the world of work in exceptional education is still not implemented either by the school is lacking. This will provide a less favorable impact for the improvement of skills for students. Formulation of the problem.

This study seeks raised the issues relating to children's mastery of skills possessed main deaf.Point is the development of vocational skills through apprenticeship system in the home industry. This activity is carried out in three stages: (1) preparation prior knowledge of the subject, (2) The application of the model, and (3) evaluation keefektifan models. The third activity of the research process can be directed into the form of the formulation of the problem as follows: a) The extent to which the ability of the initial vocational skills of the students in learning the skills in school? b) What skills program models that have a positive impact for deaf children? c) What is the result of the application of these skills to the development model of the vocational skills of deaf children? Is the apprenticeship model development system in the home industry can improve the vocational skills of deaf children in Schools?

The purpose of the discussion of the problem is to determine the ability of deaf children in the areas of initial field work skills. Another goal is to find a model work skills appropriate to the abilities and skills of deaf children as well as to determine the extent of apprenticeship models useful for deaf children.

METHOD

This study uses qualitative research, qualitative research is a research method that is based on the philosophy postpositifisme, is used to examine the condition of the object that is natural, in which the researcher as instrument key, sampling, data source is purposive, data collection techniques with triangulation (combined), data analysis is inductive / qualitative and qualitative research results further emphasize the significance of the generalization (Sugiyono, 2015: 15). Study design using this deskriptive. Reseach fully described from the observation of activities and interviews This research was conducted in SLB ABCD YSD Polokarto Sukoharjo regency, Central Java. Research carried out for a month with the intensity of activity children do internships in a world of industry. This activity is done so that the child really dive into the real world of work.

This study uses qualitative research, so this study using students as a sample. Samples taken are children deaf class XII in SLB ABCD YSD Polokarto, Sukoharjo with a sample of 5 students. This study uses the data in the form of observational techniques data collection with sheets observation, interviews with teachers and owner of the world industry as an observer and record interviews and observations as a documentation materials. Data analysis method used is to describe all the results of observations, interviews, supported by the results of observations can be described documentation .For the observation sheet, whereas

for interviews can be described on the sheet on interviews with the teacher and the observer. (Business owners)

RESULTS AND DISCUSSION

The term used for people with hearing impairment who experience hearing loss includes deaf and hearing less. People who are deaf are hearing experience lost person (over 70 dB), which causes difficulty in processing language information through hearing so that he can not understand the speaker others either using or not using tools that are less dengar.Orang hear is a person who has a hearing loss (about 27 to 69 dB) are typically using hearing aids, residual hearing it possible to process language information so can understant speech of others. Deafness can be classified as follows: 1) Based on the level of hearing loss, deafness can clasifikation as follows. (1). Deaf Light (Mild Hearing Loss), (2.) Deaf Medium (Moderate Hearing Loss). (3). Somewhat deaf Weight (Moderately Severe Hearing Loss), (4) Deaf Weight (Severe Hearing Loss) (5) Weight Once Deaf (Profound Hearing Loss) .2) By the time of the occurrence, deafness can be classified as follow:. (1) deafness Prabahasa (Prelingual Deafness) (2). Deafness Post language (Post Lingual Deafness) 3) Based on the anatomical location of the hearing loss, deafness classifiable as follows. (1). Type Conductive hearing impairment, (2). Type Sensorineural hearing impairment (3). Deaf Mixed mode, (Mangunsong, 2009: 3) Meanwhile, according to Hallahan & Kaufman (1991) a deaf person is someone who lose the ability to hear that inhibit the process of language through hearing information, either wear or not wear hearing aids. While someone less heard was someone who usually go with the use of hearing aids, hearing the rest of it is quite possible the success of the process of language through hearing information.

From the above opinion if we can produce the analysis of the similarities and differences. The similarity is that they both use the term deaf and poorly hearing as part of deafness. Then they mean that a deaf person is someone who can not hear well with or do not use hearing aids. While less people hear is that they are still able to hear even with the use of residual hearing or hearing aids. The difference of those two opinions is if Moores use dB level to classify deafness.

Vocational skills (life skills)

According to the Directorate of School SMA (www.clearinghouse.go.id) that the life skills (life skills) is defined as the ability and courage to face the problems of life in the future proactively and creatively search for and find solutions to overcome.. Law, No. 20 of 2003 on National Education System (Education) Article 37 paragraph (1) states that primary and secondary education curriculum must include Skills / Vocational (item i) and the local charge (item j). Based on the fact that according to Anwar (2006: 4) states that emerged a policy on the application of the concept of life skills (life skills education) at all levels of education in the hope the graduates can master basic skills in accordance with the minimum standards authority. Oriented educational kecakapn life is a process of teaching competencies that provide supplies for students in facing and solving problem and problems of life, both as an individual member of the community and residents country.If it can be achieved, then the dependence on the availability of jobs, which resulted rising unemployment will be pressed. This will have implications on improving the productivity of national gradually. Skill-secondary school life leads to five skills: (1) skill to know oneself (self awareness), (2) rational thinking skills (thingking skill) , (3) social skills (social skills), (4) academic skills (academic skills), and (5) proficiency provocational (prevacasional skills), Dwi Atmono (2008: 53).

According Soemantri (2012) revealed that the purpose of life skills education are as follows:
1. Presenting the ability to communicate using a variety of techniques appropriate for learners.
2. Develop an attitude and behavior that was appropriate for the present and future needs
3. Develop the ability to help themselves and life skills so that each learner is able to be independent.
4. Expand the knowledge and awareness of students about the resources in the community.
5. Develop academic skills that will support the independence of each learner.
6. Develop skills prevokasional by facilitating job training and experience in the community.
7. Develop skills to take advantage of leisure time and recreation
8. Develop problem-solving skills to help learners make decisions.

Vocational education is very suitable for the children's skills development deaf.Education These skills include basic level, skilled levels and the level of skills that will be developed adept.Deaf

type children handed over to the education unit in accordance with their interests, potential, abilities and needs of learners and the educational unit. The competence of learning these skills is to make the work of diligence and competence base. Make a craft works in accordance with the local income, while the indicator according to the type of craft and skill that will be created. (Aspuriyah, E-JUPEKhu, Vol.1 No. 1, January 2013: 516).

Internship companies

Internship or field work practice is a form of education and training that will form the competence of learners. Since 2010 the Ministry of Education and Culture has been implementing a program aligning education with the world of industry. The lack selarasan between education and the world of industry is based on several factors. There are nine factors that can be used as a solution such cooperation, namely:

1. The ability of teachers in hard skills and soft skills.
2. Teaching methods are still traditional
3. Lack of facilities and infrastructure, especially the practice facilities and equipment are still lacking one of the obstacles.
4. Mismatch curriculum. Mentioned that the results of the survey conducted, formal education has not been fully provided supplies for graduates to be able to work according to their expertise. Expected Dudi (the Industry) can participate in the preparation of the curriculum so that the results obtained are in conformity with the required
5. Lack of information DUDI for education. During this feels there is a gap anatara education with the world of industry, the world of industry is expected to be able to provide opportunities for students to intern in the industry as a learning material and as a job information required for their learners.
6. Lack chance magang.Sistem teaching is still a lot to focus on theories that led to the lack of knowledge of students to the real working world. Cooperation with the world of industry provides an opportunity to students for internships will be the balance between theory obtained at dunai education to be applied to the world of industry.
7. Career Guidance. Many job seekers are not aware of career guidance services that have been provided by the Ministry of Manpower and Transmigration and Manpower Office

8. Lack of Entrepreneurship. Characters to be more interested in looking for jobs rather than create jobs be one factor the emergence of a lot of unemployment.
9. Lack of soft skills soft skills possessed lulusan.Rendahnya graduates to be the cause of graduates can not meet the challenges that exist in the world kerja.Kelemahan graduates in fields such soft skills, motivation, communication, hard work and self-confidence. (Musleh, jurnal management and business, Vol 14, No. 01, April 2014: 65)

Based on the above, the reference in the world of work internship program for children deaf Study SMALB education is indispensable.

Education internships often called Dual System Education (PSG) has the following benefits: a) Growing high working attitude; b) Students gain competence not get in school; c) Students contribute to the workforce in the company; d) motivate and improve the work ethic of students; e) Strengthen cooperation relations between schools and their partner institutions; f) Allow for the industry to provide assistance to schools, for example apprentice teacher, practice support, and g) As a promotion school graduate.

The expertise developed in vocational skills with apprentice models

In some recent reports dipublikakasikan by international institutions such as the National Association of colleges and Emplyeer USA 2002 (Rizal in Rino 2002) mentioned that of the 20 membership of the studied regarding expectations of the world of industry to the quality of students is 18 including the ability soff sklill namely: (1) communication skills, (2) honesty / integirtas, (3) interpersonal, (4) ethics, (5) motivation, (6) the ability to adapt, (7) the power of analytic, (8) association, (9) detail-oriented, (10) the ability to adapt, (11) leadership, (12) the confidence, (13) friendly, (14) polite, (15) wise, (16) a creative, (17) humorous, and (18) entrepreneurship. The survey results were dilakukandi America, Canada and the UK on 23 attributes sofskill dominant required field work consisting of (a) Initiative, (b) ethics / integrity, (c) critical thinking, (d) willingness to learn, (e) commitments, (f) motivation, (g) excited, (h) may be relied upon, (i) an oral communication, (j) a creative, (k) analytical capabilities, (l) can cope with stress, (m) self-management, (n) resolve problems , (o) may summarize, (p) co-operating, (q) flexible, (r) cooperation within the team, (s) listen, (t) independent, (u) strong, (v) argue logically, (w) time management .Rizal in rino (2010)

Basically soft skill that is developed both in America and in Europe the State-states have the common lot. To the authors would refer to softskill be developed in the United States with a simpler reason the capability to be developed. The author will make the observation sheet in the form of a check list that will be used to know the development of soft skills abilities of children in the process of apprenticeship. In this assessment using a scale of one to one hundred votes as votes work ethic standards mone value, as proposed by the Working Group SMK Independent, Mr Harianto, SE. The grading scale is as follows: 80-100 category A (Excellent) with a weight value of 4, grades 70-79 category B (good) and weighs 3, Value 60-69 category C (quite good) with a weight of 2, the value of 50 -59 category D (poor) with a weight value of 1 dn grades 00-49 category E (not good) with a weight 0.

Ability observation sheet Soft Skill

No	Aspect assessed	Weight Value					Amount
		A	B	C	D	E	
1	Initiatif		v				3
2	Ethics/integrity			v			2
3	Critical Thingking			v			2
4	Willingness to learn		v				3
5	commitment		v				3
6	Motivation		v				3
7	Excited		v				3
8	Reliable		v				3
9	Kominikasi oral				v		1
10	Creatif		v				3
11	The ability of analitycal		v				3
12	To cope with stress		v				3
13	Managemen yourself				v		1
14	Overcoming the problem				v		1
15	To summarize		v				3
16	Cooperation		v				3
17	Flexible		v				3
18	Working Together team		v				3
19	listen				v		1
20	Mandiri	v					4
21	Tough		v				3
22	Arguing logical		v				3
							59

Criteria scoring is as following:
Value A = 4. If students do activities with perfect
Value B = 3. If students do activities there is a little restyled
Value C = 2. If students do activity is still much to be improved
Value D = 1. If students do activities many shortcomings.
Rated E = 0. If students do not do the activity at all;

From the observation during an internship in world industrial activity performed by five students as follows

Data early ability Deaf children's skills class XII SLB ABCD YSD Polokarto

No	Student	Value	Category	Description
1	JK	67	C	Enough
2	HR	65	C	Enough
3	WHY	66	C	Enough
4	DV	62	C	Enough
5	HG	64	C	Enough
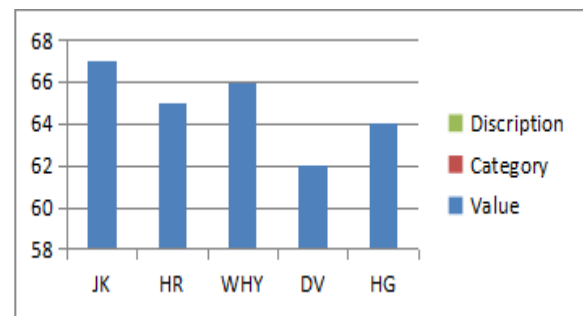
Capabilities beginning Deaf children's skills class XII SLB ABCD YSD Polokarto

Data end ability deaf children's skills class XII SLB ABCD YSD Polokarto

No	Student	Values	Category	Discription
1	JK	71	B	Good
2	HR	70	B	Good
3	WHY	63	C	Enough
4	DV	64	C	Enough
5	HG	68	C	Enough
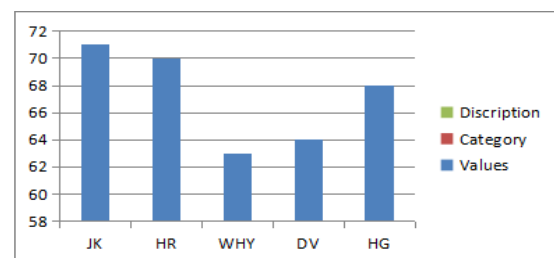
Graph 2. Ability Final Deaf children's skills class XII SLB ABCD YSD Polokarto

Data 3: Comparison of early Skills Values and Skills Children End Tunarunggu SLB ABCD YSD Polokarto

	Student Name	Initial Value	Final Value	Percentage
1	JK	67	71	3.8 %
2	HR	65	70	4.6 %
3	WHY	66	69	2.9 %
4	DV	62	64	1.9 %
5	HG	64	68	3.8 %
	Rate			3.4 %
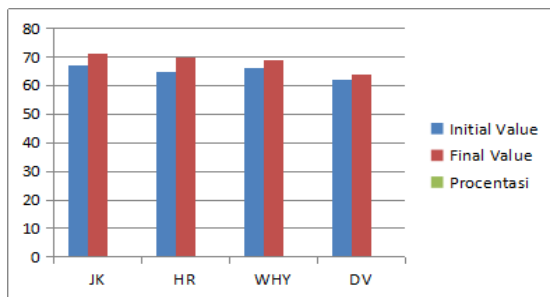
Garafik 3 Comparison Values early Skills and Skills End Kids Tunarunggu SLB ABCD YSD Polokarto

Discussion

The results of the research described above with comparasion prior knowledge or skills of beginning students who earned at the institution or school in mastrey a skill to do a job with skill end of the obtained child after doing an internship at the world of industry who actually experienced the most significant advances in mastery a skill. The skills developed include: soft skills dominant required field work consisting of (a) Initiative, (b) ethics / integrity, (c) critical thinking, (d) willingness to learn, (e) commitments, (f) motivation, (g) excited, (h) may be relied upon, (i) an oral communication, (j) a creative, (k) analytical capabilities, (l) can cope with stress, (m) self-management, (n) solving problems, (o) can summarize, (p) co-operating, (q) flexible, (r) cooperation within the team, (s) listen, (t) independent, (u) strong, (v) argue logically, (w) management waktu.Rizal in Rino (2010)

Assessment skills used to determine the value of the skills held by a student that is obtained by summing the scores of students with a total score.

The results of this study indicate that the skills soft skills students will be able to develop properly or increased if the student can follow

apprenticeship sector in the world of industry in accordance with the skills held by students Results of research conducted to students in SLB ABCD YSD Polokarto Sukoharjo shows the increase skills are so ie significant average of 3.4% with the following details: Students JK, the initial conditions for 67, then after apprenticeship skills values to 71 increased 3.8%, Students Hr, the initial value of 65 to 70 there is an increasing skills 4.6%, Students Rev , the initial value of 66 to 69, an increase of 2.9% skill, students Dv, the initial value of 62 to 64 increased 1.9% and students Hg, the initial value of 64 to 68 at the final value increased 3.8% abilty skills.

CONCLUSION & RECOMMENDATION
Conclusion

Judging from the results of research conducted in SLB ABCD YSD Sukoharjo Polokarto it can be concluded that the system of apprenticeship in the world of industry can increase skill softskill owned subsidiary. This occurs because the apprenticeship system has the following benefits: a) Growing high working attitude; b) Students gain competence not get in school; c) Students contribute to the workforce in the company; d) motivate and improve the work ethic of students

Additionally apprenticeship system in the world of industry can increase mutual relationship both between schools and the world of industry, among others: a) Deepen cooperation relations between schools and their partner institutions; b) Allows for the industry to provide assistance to schools, for example apprentice teacher, practice support, and c) As a promotion school graduate.

Recommendation

Vocational education the main goal of education for children with special needs in general, which is to give independence to the children with special needs, especially children deaf who have deficiencies in verbal communication, and therefore the school as a place to develop skills for children deaf should be able to plan the system apprenticeship in the world of industry with a good and wise to add skills needs special children .School also should establish cooperation with the industry as a partner school.This world is certainly tailored to the needs for the development of vocational education in accordance with the needs of children deaf. Schools should be able to prepare a curriculum of skills capable of bringing students plunged into the world of work is real. Provide internship opportunities to students wider as a

balance between theory and application in the world of industry.

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HOTEL SERVICERS' IMPLEMENTATION OF ENGLISH COMMUNICATION: IMPLICATION FOR ENGLISH TEACHING IN HOTEL ACCOMMODATION MAJOR OF VOCATIONAL HIGH SCHOOL

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ABSTRACT

This study aims to know the graduated vocational high school students from Hotel Accommodation major implement their English in real work situation and the gap between the students' need in real work situation with the input and the training in the school. It based on a research carried out in Batu city of East Java to explore the servicers that is graduated from Hotel Accommodation major of vocational high school communicate to non-domestic guest and the correlation between the findings in real work situation with the input and training in the school. The methodology that used is qualitative withcase study design. The methodology of case study used to extent the emerging issues in the social life allowed as the research process. The data came from three sources: (1) The observation in Purnama Hotel Batu and SMKN 1 Batu (2) the interview with HRD and the Hotel servicers in Purnama Hotel Batu (3) The interview with the teacher and the students in Hotel accommodation Major of SMKN 1 Batu. The Finding indicates that the services faced some conflict in work situations such as avoiding in speaking with non-domestic guest, misunderstanding with the non-domestic guest's talk, and speaking with the non-domestic guest only by gesture.

Keywords: hotel servicers, english communication, vocational high school students, teaching

The number of international tourist coming to Batu has increased rapidly in last two years. This case was mentioned by tourism and culture department of Batu that the International tourist has increased year by year. In 2014 there are 6.205 international tourists, and in 2015 there are 8.625 international tourists who came to Batu. The increasing number of international tourist has drawn an intention for the researcher because of two reasons.

Firstly, in hotel industry sector; by the increasing number of tourist attractions that stand, hotel development sector is increasing which stated on 2013 are 477 up to 2014 are 500 companies. Hotel is the essential tourism enterprise, serving the basic need of a person travelling away from their usual place of residence (Yildiz, 2015). Hotel becomes the first destination to be visited by the traveler or visitors when they want to spend the time for holiday or other interests. This is in line with Acharya (2015) that mentioned the primary purpose of hotels is to provide travelers with shelter, food, refreshment, and similar services and goods, offering on a commercial basis thing that are customarily furnished within households but unavailable to people on a

journey away from home. The increase of international tourist to the hotel adds to the demand for foreign language speaking services in implementing their English communication with the international tourist.

Secondly, in education sector; in Batu, Most of the hotel servicers are graduated from Hotel Accommodation Major of Vocational High School. It showed from the identity data of hotel servicers in their requirements employee accepted in Purnama Hotel. Meanwhile, the hotel requires the recommended students from the certain hotel accommodation major in the provided vocational high school there. It held to avoid the unprofessional hotel servicers in serving the guests who need a good service as well. Also, it aids the hotel industry easier to recruit the hotel servicers in developing the quality of its hotel service. The main reason why the hotel servicers graduated from hotel accommodation major of vocational high school is primary is because the students are experienced in the hotel service, and they have hospitality skill which engaged by learning English especially in speaking context as their English communication practice or simulation before heading to the field.

Aroused by the interest and demands to find out the answer on how the hotel servicers are

implementing their English communication with their international guests. The fact showed the implementation of English communication in teaching speaking of the hotel accommodation students, such as; (1) the students obtained the English learning related to hotel world without guidance from the teacher as well, (2) the students are lacking of the confidence for speaking, (3) the students need more the practice not only with their friend but also with the non-domestic guests in the speaking classroom. Actually, to develop English communication in the speaking class of hotel accommodation major, the students demanded to use and acquire the English as well as their daily language. Giving much opportunity for practicing the use of language like vocabulary and common expression as the hotel situation toward the students is the one of manner to know the students ability in oral communication nor written. And also to find out the gap between the input and the training in the school with the students' need in real work situation. This point can be seen in the following discussion.

METHOD

In this study the method used is qualitative research with case study as the design. The methodology of case study used to extent the emerging issues in the social life allowed as the research process. Case study is one of the qualitative research methods used to study in-depth a unit of a person, a family, a social group, a social institution, or a community for the purpose of understanding the life cycle or an important part of the life cycle of the unit (Latief, 2015). This approach pointed that the researchers helped to explore the case in the circumstance as the problem issues will be solved. Also, to develop the emerged theory around based on the research conducted by the researchers. The relation between case study and history requires special attention; Case study methodology is developed within the social sciences (Johansson, 2003). It emphasized the importance of case study methods is useful as convenient research design for researching this case. So, it used to investigate the gap between the emerged case of the subject and the history of the real circumstance tends to diminish. This study took in two places in Purnama Hotel Batu and in Hotel Accommodation Major of SMKN 1 Batu (a state vocational high school in Batu). The

data of the study was the hotel servicers who are graduated from SMKN 1 Batu and HRD of Purnama Hotel Batu, and the teacher who taught English subject and the students in Hotel accommodation major.

The data for this study was drawn by three means: First is doing observation within Purnama Hotel of Batu and SMKN 01 of Batu. Second is an interview with the HRD of Purnama Hotel and its servicers, and the third is an interview with the teacher and the students at Hotel Accomodation Major of SMKN 01 Batu. Fontana and Frey (2000) identify interviews as the most common and powerful ways that people try to understand their fellow human being. It means that interview is the appropriate way for getting the source of data collected from the certain interviewees accurately.

The participant of the observation was also employed as a complementary approach for data collection. Observation used to collect data in qualitative research does not simply require the use of visual sense; it requires the use of all our senses in order to accurately perceive the whole picture (Latief, 2015). The researcher observe the natural settings are studied directly along with their behavior and word constructed as the background knowledge of their data which will put on their paper context. The total length of observation is 7 days. Thereby, the use of observation and interview within data collection is primary option for this study at all.

RESULTS AND DISCUSSION

The findings are the result of observation of the hotel servicer's implementation of English communication in Hotel and the result of observation in Hotel accommodation major of Vocational High School. The Findings indicate that the hotel servicers that are graduated from the major of hotel accommodation of vocational high school faced some conflict in work situations such as avoiding talking with non-domestic tourist, misunderstanding with the tourist talk, and speaking with the non-domestic tourist only by gesture. It also shows that there is a correlation between the servicers' conflict in real work situation and the input and training in the school.

Avoiding talking to non-domestic tourist

Servicers have to work with non-domestic guest from varied countries. It demands them to be able to communicate in English as an international language. Some servicers are chosen to avoid talking to non-domestic guest and asking the senior to help. Based on the result of interview, the reason

of avoiding is because they are unconfident to face the non-domestic guest. They are less of English practice in treating the guests when they were in the school. The result of interview with the servicers in hotel in line with the result of observation and interview in the school, the training for hotel accommodation students is held only once in the last of the sixth semester. The students will be assigned in a hotel as a servicer and practiced what they have learned before. For daily training is held in classroom while teaching and learning process, but based on the result of the interview with the students, the daily training is only used Indonesian language not in English. Both of findings show that the lack of training will affect the students' future practice in real work situation. Feeling anxiety, nervous and unconfident to meet non-domestic guest will come.

Misunderstanding with the tourist talk

Conflict and incident cannot be avoided because the servicers are misunderstanding with the guest talk. E.g. the guest gets mad because of the servicer taken the different menu than the request, and the supervisor or the senior has to come to the guest for apologize. The result of the interview shows that the indicator of misunderstanding is the servicers do not master yet the vocabularies about hotel. The finding in hotel has a correlation with the material given by the school. The material given for English teaching is taken from the same book that used as the resource for English teaching for the entire major. The students' interview result also shows that the material given is not specific for Hotel accommodation major especially, but its general English. Here, the narrow of resources in teaching is influence the students in mastering the knowledge about hotel and environment.

Using gesture only

Communicating to non-domestic guest sometimes cannot be avoided. The way to communicate is only by gestures. E.g. the guest asking for the location of the restaurant, the servicer will explain to the guest using their hand without producing any words. The indicator of this phenomena is also because of the servicer is difficult to produce the utterances in English because of not mastered yet the vocabularies about hotel and the environment.

The difficulty in mastering the vocabularies is also faced by the students in hotel accommodation major. Based on the result

of the interview with the students, English is difficult subject to be mastered because the vocabularies used are hard to be remembered. The finding of observation also shows that there is no interesting media that used by the teacher to help the students easier to involve into the material and easier to remember the English vocabularies.

Implication for English teaching in Hotel Accommodation Major of Vocational High School.

The findings of this research have generated some implication for English Teaching in Hotel Accommodation Major of Vocational High School, and in improving communicative competence. And it is summarized in following points:

Students' Need Analysis

Needs analysis focused on the needs of the learners and the techniques of achieving specific teaching objective. Liu (2011) stated that needs analysis include all activities to used to collect information about your learners' learning needs-necessities, wants and lacks. Liu's statement indicates that need analysis is needed to do to know the students' need to be learned for their future.

Resource and Material

Enriching the resource of the material, not only based on the text book is necessary because text book are design, so that the format of all lessons is the same. It may lead to boredom as the same sequence of activities is followed day after day. And text book is "one size fits all". And a single set of materials cannot meet all the needs and interests of all the students. Teachers have to determine the material which included the rule English certainty, namely, language skill and component provided in teaching process as well related to the students need in the field. It can be focus on the hotel clarity in particularly. Those material used in teaching the hotel learners need standardized.

Method

Learning method is the principle of teaching for guiding teachers to conduct the learning activities in the classroom. Jain and Patel (2008) also stated that method is a process of planning, selecting, and getting the language materials and items that included in a part of teaching. As a teacher, they have to handle the classroom situation as well as the effective learning. Appropriate methods for learning are available for teachers to apply the material deal with the students and teachers need. Teachers may combine some of

method when they conduct the teaching and learning process.

Media of Teaching

The using of media is necessarily important to give the students stimulus in increasing their interesting to the subject learning and to help the students are easier to understanding the materials. Robert (1991) stated that learning with media as a complementary process within which representation are constructed and procedures performed, sometimes by the learner and sometimes by the medium. Robert statement indicates that the used of media is necessary in teaching and learning process to engage the students into the material.

Training

There should be some consideration from educators about their ways and methods, or methodology in training and education. Approaches such as contextualizing the problem and applying theory to practice should be used. One common problem that is existing in the school is educators emphasize the content about preparing the students to face the national examination (UN) instead of employers' demands and what learner need to succeed after graduation.

CONCLUSION

This study was conducted by the researchers to explore the emerged issues in the social life of hotel circumstance. All the result indicated that the hotel servicers faced some conflicts in the field such as avoiding talking to non-domestic tourist because the servicers feel anxiety, unconfident and nervous to face the guests; misunderstanding with the guest talk because the servicers do not master yet the vocabularies and some expression used in the hotel environment; using gesture only because of the difficulties for producing English in direct communication.

The whole result from this research, the report still has the weaknesses that should be completed by the future researcher. The weaknesses showed that the data taken is limit, lack of the students graduated from neither hotel accommodation interviewees nor the teacher of hotel accommodation major, and lack of the finding found in the school and in the hotel areas. This is a chance for the next

researcher to find out the interviewee more than this study mentioned.

So as this study is still far from perfect. To fulfill the goals perfectly, the researchers suggest for the future researcher to conduct the research in the same topic and research question but doing in the different place, subject, workplace and object of research. Also for the teacher, it is important to press the students for much practicing the language used and the hospitality for serving the guests in the classroom activity. It is used to develop the students' ability for producing the English in oral communication nor written and to pay attention weather the materials have appropriate with the students need or not.

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MEDICINAL PLANT USAGE AMONG
SELECT MSU-MAIN CAMPUS MOTHERS

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ABSTRACT

Herbal plant usage is the most convenient, economical, and accessible forms of medicine. Aside from its convenient and economical value, herbal plant usage as medicine has no overdose and clinical side effects if not found to be toxic. This study investigated the extent usage of MSU-Campus Mothers on the different known herbal plants in the Philippines and even in other countries. The purpose of this study was just a survey on the extent usage of herbal plants among mothers living the university campus (MSU). Dosage, route of administration and preparation was not included in the scope of the study. Using convenient sampling and descriptive statistics, results revealed that the respondents were mostly ages between 41-45 years old, highest educational attainment of most mother is at secondary level, and receiving a gross monthly income ranging from P3501-4500. Statistically they have greatest extent in using medicinal plants. As to their extent of usage, they use the medicinal plants in treating headache, ulcers, menstrual flow, cough, rheumatism, sore throat, boils, sprains, fever, kidney problems, diabetes, eczema, abortion, and epilepsy, constipation, bleeding wounds, asthma, anemia and ringworm. As to the extent of educational knowledge about the chemical content of the plants they used, the respondents were not knowledgeable. Thus, it is recommended that proper training and education of the proper usage of herbal plants must be implemented by health agencies.

Keywords: herbal plant, medicinal usage, implication to education

Man as a unique creation of God is but a part of the universe. Like other living creatures, man has been provided with food, water and shelter around his habitat. Eco- friendly tribal collect their food, fuel, fodder, housing material and herbal medicine from the forests where they live (Kurian, 2010).

Pelletier (2009) mentioned that herbal remedies have been used for thousands of years. Today an estimated one-third of adult Americans—some 60 million people—use herbal medicines each year, spending more than $3.2 billion on them. In the rest of the world, approximately 64 percent of the population relies on herbal medicines. Despite their overwhelming popularity and long history, we know relatively little about the safety and effectiveness of herbal remedies. Scientific study should make these remedies far safer and more effective in the future. Global recognition of nature's green pharmacy should inspire individuals and nations to protect this extraordinary resource. Nature, God's wonderful creation, comes with a package for our health and healing happiness. The remedy for many of humanity's illness has been pre-dispensed in the lushly growing flora around us. If nature has it all, then our intake of poisonous drugs and chemicals could be sharply cut, if not totally shut (Kurian, 2010).

Rarely but sad we come across certain aberrations, and harmful chemicals are passed off as herbal. That's about us humans. In this sin-sick planet of ours, there is not vulnerable to diseases but then the remedy is right here in nature, either by way of prevention or in the form of cure (Medicinal Plant Usage, 2012).

It is sad to learn that modern man, with all his knowledge, is far from the perfect man created by a loving God. Life is often more suffered than enjoyed. Our life and our total being are under the care of God. However, it is good for everyone to accept the responsibility for one's own health and to live in a harmony with the laws of life.

This study will deal with the medicinal plant usage among selected Christian mothers living in MSU campus; specifically it surveyed the profile of the respondent, and extent have they used medicinal plants.

METHODS

This study was conducted at the Mindanao State University, Marawi City. The School was created under Republic Act 1387 as amended through authorship of Senator Domacao A. Alonto. It was formally organized with the induction into office of the University of the Philippines Vice President Antonio Isidro as the

first President of the first Republic University of Southern Philippines (MSU Handbook, 2013)

The Mindanao State University is situated in the total land area of 1,000 hectares and was established on September 1, 1961. It formally opened its first class on June 13, 1962. It is located about four (4) kilometers from downtown Marawi and about forty (40) kilometers from Iligan City. It is known as the Melting Pot of the South because the students, staffs, faculties and administrators come from different places in the country and a few from abroad. Mixed culture also exists in the campus ranging from Christians, Lumads and Muslims, who have different cultures but share common goal and that is to educated[2].

Conceptual framework
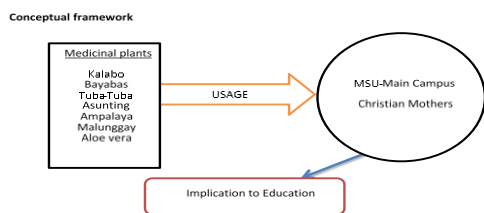
Today Mindanao State University has grown into a multi-campus, and six other autonomous campuses scattered in strategic locations in Mindanao. The campus occupies rolling hills, overlooking the blue and serene of Lake Lanao and Marawi City proper which is part of the province of Lanao del Sur (MSU Handbook, 2013).

This study made use of the descriptive method of research because it described the medicinal usage among select parents/family. Descriptive Method of research is defined as a method of wherein a thorough fact finding with adequate interpretation was done. This method supports [resent facts concerning the subject matter which involves description, recording, analyzing and interpretation of conditions that exists.

The subjects of this study were the Christian Mothers: the marker, based on counting there are 100 and more Christian mothers living at Mindanao State University- main campus.

The questionnaire was the main tool used for gathering data, comprised of 2 parts; respondent's profile for Part I and medicinal usage for Part II.The types of questions availed of were a combination of checklist and Likert scaling in the English Langauge.

The data were gathered from both primary and secondary sources: questionnaire for the former, and books, internet websites and unpublished theses found in the CBAA library for the latter.

Table 1 Weighted Mean for the Extent of Medicinal Usage

Range	Interpretation
3.28 – 4.03	Greatest Extent
2.52 – 3.27	Greater Extent
1.76 – 2.51	Less Extent
1.00 – 1.75	Not at All

The data gathered from the respondents were presented in a tabular form and analyzed using percentage and weighted mean. Analysis of data was based on the weighted mean listed in Table 1.

RESULTS AND DISCUSSIONS

Based on the gathered data and its analysis, results showed that the respondents age were mostly between 41-45 years old and receiving a gross monthly income ranging from P3501-4500 and they have greatest extent in using medicinal plants. Many (40%) of the respondents mothers highest educational attainment is at secondary level. Only few (25%) reach college. As to their medicinal usage, they usually use medicinal plants towards headache, ulcers, menstrual flow, cough, rheumatism, sore throat, boils, sprains, fever, kidney problems, diabetes, eczema, abortion, and epilepsy, constipation, bleeding wounds, asthma, anemia and ringworm.

Medicinal plants	Greatest Extent f	%	Greater Extent f	%	Less Extent f	%	Not at All
Kalabo	19	95	1	5	0	0	-
Bayabas	14	70	4	20	2	10	-
Tubatuba	17	85	2	10	1	5	-
Asunting	12	60	5	25	3	15	-
Ampalaya	16	80	3	15	1	5	-
Malunggay	13	65	4	20	3	15	-
Aloe vera	18	90	2	10	0	0	-

Based on the data presented in Table 2, respondents has a Greater Extent in using Kalabo wherein (95%) of the respondents were using, (90%) using Aloe Vera, (10%) has a greater extent in using aloe vera, (80%) has a greatest extent in using amplaya, (15%) has a greater extent, (5%) for a less extent, (70%) has greatest extent in using the bayabas, (20%) has a greater extent, (10%) for a less extent, (85%0 has greatest extent in using tuba-tuba, (10%) has greater extent, (5%) for a less extent, (60%) has greatest extent in using Asunting, (25%) has a greater extent, (15%) has a less extent, (65%) has a

greatest extent in using Malunggay, (20%) ha a greater extent, and (15%) has a less extent.

According to Dr Zhang Qi (2014) herbal medicines include herbs, herbal materials, herbal preparations and finished herbal products that contain as active ingredients parts of plants, or other plant materials, or combinations. Throughout the ages people have turned for healing to herbal medicine, the sixth field of alternative medicine. All cultures have folk medicine traditions that include the use of plants and plant products. Many licensed drugs used today originated in the herbal traditions of various cultures, such as the medication commonly used for heart failure, digitalis, which is derived from foxglove. In the United States, herbal products may be marketed only as food supplements. Since they are not regulated by the Food and Drug Administration (FDA), there is no guarantee of their purity or safety. The World Health

Organization (WHO) estimates that 4 billion people, or 80 percent of the world's population, use herbal medicine for some aspect of primary health care (Blackman, 2009).

Besides their long use in preserving foods and enhancing food flavor, spices and herbs played important, sometimes magical, roles in medicine. Before the advent of industrially prepared medicines, herbal remedies were commonly prescribed and were often effective, as some practitioners are now rediscovering (Redmond, 2009).

CONCLUSION

Based on the findings of the study, it was concluded that Christian Mothers' living at MSU-Main Campus has a greatest extent in using medicinal plants. The most effective herbal medicine that they used is Kalabo while other medicinal plants are not effective and has a less extent of it's used due to not so effective in terms of healing. Therefore, despite of modern medicines that we have today, many individual or family are still using herbal plants as their immediate remedy for illness since they found it effective, more convenient to use and economical.

Valdez (2012) recommended in her study that indigenous knowledge should be continuously recognized through education especially in terms of medicinal usage. Indigenous education methods can response to enhancement of knowledge on herbal medicines.

Recalling the demographic profile of the respondents, all of them were undergone formal schooling even though many of them reach at secondary and elementary level only. Despite of its

formal education, still they tend to manage to use medicinal plants as their herbal remedies. Accordingly, their knowledge on herbal medicine was handed down from their ancestors and or told by friends and other well-experienced herbalist. However, in terms of dosage and chemical composition or therapeutic element of the medicinal plants they used, the respondents are not knowledgeable.

Pelletier (2009) emphasized that to ensure that one or any using botanical medicines safely and effectively, precautions must be necessary. He suggested the following precautions: a) Don't use herbal preparations to self-treat serious medical conditions or persistent symptoms; b) Don't give children herbal remedies without medical supervision. * Don't take herbal medicines if you are pregnant or a nursing mother; c) Tell your doctor about any herbal remedies you are taking, because herbs can interact with conventional drugs; d) Never take more than the recommended dosage of an herbal preparation. Stop taking the herbal immediately if you notice an adverse reaction, and report any negative reactions to the FDA Med-Watch line at (800) 332-1088; e) Purchase herbal preparations from reliable, trustworthy sources; f) When taking laboratory or drug tests, advise the person administering the test of any herbal preparations you are taking. These herbs can trigger false findings in tests for drug abuse and can invalidate routine lab tests.

Based on the precautions mentioned above, training, seminar and other formal/informal education about usage of herbal plants as medicine must be regularly conducted in order ensure safety and effectiveness of its use.

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INTEGRATION OF TECHNOLOGY IN LEARNING

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ABSTRACT

The study aims to examine the interactions between technologies in learning as a learning experience, in the context of the field of professional practice in undergraduate education technology. Our primary focus is the meaning and essence of the learning experience in the integration of technology in learning to support the development of professional expertise undergraduate education technology in the learning environment of academic and place work is very diverse. The underlying outlook is the changing nature of self, professional conduct, and the requirements for the practice of entry-level effective in the relevant professional field.

Keywords: technology integration, education technology professionals.

Department of Educational Technology (TEP), State University of Malang (UM) has integrated a variety of technology in learning. These impacts since the advent of the jargon of Information Technology and Telecommunications on all aspects of the higher education sector, already well recognized. Along with this, TEP UM has been concerned with improving graduate employment through the development of the attributes of students exceeded the required standards in the workplace. There has been an increasing emphasis on the achievement of these attributes through tighter integration between learning in the academic workplace. Learning profession TEP, putting professionalism that can be understood as learning that occurs in the workplace environment that is actually as practiced by Boud (2000). This condition is a trend that reflects and intensifying competition among universities globalizing and expanding market where space virtual learning into the main area. Fundamentally, the position of the university, to give the role and contribution, in the context of the emergence of the global knowledge economy, and the economic demands for new forms of professional skills required and supported by ICT (Grosjean, 2003; Pittinsky, 2003).

The integration of technology in the majors TEP UM has a process quite long. The integration of educational technology is not necessarily included in the TEP. Because historically TEP does not directly stand but rather originated from the fusion of the Department of Theory of History of Education, Department of Didactic Curriculum and Administration Department of Supervision of Education into the Department of schooling for a bachelor's degree (1969). On to bachelor degree majors are not changed (Guidance Counseling Department, Department of History Theory of Education, Department of Educational Supervision Administration, Department of Didactic curriculum, and the Department of Social Education) 1971 .Tahun schooling Department was renamed the Department of General Education.Two years later (1973) Faculty of Education was given the job of Teachers' Training College as a pilot project for the implementation of the course with credit semester system. In that context the term majors replaced by the term Department. One of the department when it was the Department of Basic Education, which is the result of merging the Department of Education and the Department of History Theory of Didactic Curriculum. When education programs multistory introduced (1979) label the Department of Basic Education has been changed into the Department of Teacher Education SPG (PGSPG) and 1981 ongoing cooperation between FIP Teachers' Training College MALANG with the Directorate General of Primary and Secondary Education (Primary and Secondary Education) in the procurement of educational personnel non-teacher which will be placed in several regional offices in Indonesia and in the Directorate of Primary Education. Through this partnership the name of the Department of Teacher Education SPG back to the previous name of the Department of Basic Education.

The integration of technology in learning at TEP UM started to be taken into account. It's ejalan with provisions issued consortium in 1986 about the name change majors in FIP, majoring in Elementary Education turned into the Department of Curriculum and Educational Technology (KTP) with a course of Basic Education, courses Development Curriculum. 1987 based on the letter of the Director General of Higher Education, Department of Curriculum and Educational Technology Educational Technology opens a new program. Thus, the Department of Curriculum and Educational Technology consists of two programs, namely, Basic Education and Educational Technology. Since 1996 by the Decree of Directorate General of Higher 246 / Dikti / Kep / 1996, the Department of Education Technology ditetapan become one of the Prodi held in the Malang Teachers' Training College. Then, in 2000 by virtue of the Directorate General of Higher Keputuisan 143 / Dikti / Kep / 2000, the Department of Education Technology established as one of the courses held at UM.

Specifications profession Educational Technology also changing. This is in line with the changes in the lecturers majoring KTP, focuses on two specifications of academic namely, Basic Education (KDS) and Technology Education (TEP) is characterized by an increase in resource quality lecturers through further studies on the ladder Stratas two (S2) and three strata (S3). The academic year 1997/1998 Department of KTP is believed to open Diploma courses Two (DII) Teacher Education Kindergarten (PGTK). Thus it seems clear that the majors KTP FIP Malang Teachers' Training College at that time managing Keprendidikan program Elementary and Technology Education, which further adds Diploma II program PGTK, academically is the culmination of pioneering forerunner to the establishment of Technology Department of Education and Department of Elementary and Preschool Education. Year 2000/2001 together with the establishment KSDP department, group of lecturers who are academically has been developed in the field of Basic Education, both S1 and DII PGSD choose majors KSDP, while lecturers who are academically developed in the field of Educational Technology at the Department of Educational Technology converge. Until now, the Department of Education Technology continues to evolve by

managing the Technology Education program S1 and S2 / S3 Learning Technology.

Graduates Educational technology has a variety of professions. Educational technology is designed m enjadi center of excellence and reference in the preparation of educational technologist / learning, scientists are learning, educators who master information and communication technologies to facilitate learning and solving the problems of learning and education. More operational excellence be the emphasis of the design, development, utilization, management, evaluation and research process and learning resources and learning, so that the resulting concepts, principles, design, theory, models, innovative creative problem-solving oriented learning potential development and empowerment of the nation's life in accordance with the conditions of education demands of the present and the future . in fact, many who jumped keprofesi engineering, banking and economy, defense and security sector and other professions. Therefore, it requires in-depth study of the integration of technology in learning.

DEVELOPMENT OF INTEGRATIVE MEDIA

TEP FIP UM has a vision m enjadi center of excellence and reference in the preparation of educational technologist / learning, scientists are learning, educators who master information and communication technologies to facilitate learning and solving the problems of learning and education. In a more operational excellence becomes the emphasis is the design, development, utilization, management, evaluation and research process and learning resources and learning, so that the resulting concepts, principles, design, theory, models, innovative creative problem-solving oriented learning potential development and empowerment of the life of the nation in accordance the condition of the education demands of the present and future in range 2015-2025

Department of Educational Technology Faculty of Education, University of Malang are : (1) m enyelenggarakan higher education to produce technologist education/learning, educators are superior and have high competitiveness, (2) carry out research and development in the field of educational technology/learning to produce work of academic excellence and became a reference, and (3) apply / utilize a variety of works in the field of technology education / learning to empower communities.

Lots of studies concerning the integration of technology in learning interrelated mutually related

non--based learning profession , adult learning, and learning is directed to self / autonomous learning (Argyris and Schon, 1982; Schön, 1987; Marsick, 1987; Boud, 1989; boud and Walker, 2001). There is also debate the learning that suggests the competence, capabilities and domain expertise graduate entry level to professional practice. What appears to apply common though is the need to bring into alignment closer to two of the world that is of academic study and practice-based learning. Expressions Boud (1989) , concluded that the p eningkatan number of teachers and practitioners of all kinds realize that the polarity between the world of intellectual and the world practically is an absurdity that can no longer be supported in theory and that we can only go forward if we accept that thought and action fully to equip the two worlds.

What is the role of ICT in the vast domain of this concern teaching and learning? Some of the literature focuses on the use of simulation in an environment of higher education to supplement learning in the workplace (eg., Canyon & Podger, 2002; Cassidy, 2002; Segrave, 2003a, 2003b) works others have seen an authentic learning activities, work-oriented to enhance the professional capabilities, but it also has been done in the university environment (eg, Bennett, Harper & Hedberg, 2002; Herrington, Oliver & Reeves, 2003) . T ampaknya research studies focus less on direct linking ICT with learning experiences in the workplace. Cantor (1995) conducted a literature review on learning experience in higher education in which he discussed how to connect the classroom and the community for economic benefits. However, he did not explore the specific use of technology to facilitate the relationship, which shows, at that stage , S etidaknya, there is little substantive literature in the area.

TEP FIP UM is still at an embryonic stage to see and realize the potential of technology in creating and maintaining the ability of the student (Holt & Segrave, 2003). However, many researchdevelopments TEP FIP UM through a constructivist approach to learning with technology. Constructivism embodies attributes experiential approach to learning meaningful. Jonassen, Peck and Wilson (1999, p.201) so me believe i support an computers in the learning environment constructivist need to involve students in active learning, constructive, intentional, authentic

and ko o pera tif . In addition, they suggest the role of technology as a learning experience include: 1) Technology as a tool to support the development of knowledge. 2) Technology as a vehicle to explore the knowledge information to support the Learn by Development. 3) Technology as a context to support the 'learning by doing'. 4) Technology as social media to support learning with communication. 5) Technology as an intellectual partner to support the 'learning by reflekstion' (Jonassen et al., 1999, p. 13).

Initiatives empirically this case study is very strategic, current characteristics of students also have many built by the organization's activities in the university. It should put a renewed focus on the development of significant expertise to find a method of learning that is relevant. Professional in producing graduates, and activities outside the campus, students aged mature has not practiced in the professional field, students today need to engage with a supportive learning environment conceptions and practices that enable them to adapt and excel in the professional world have well-founded. This new educational development challenges of designing and working in the life that will come.

PHILOSOPHY THE ROLE OF TECHNOLOGY EDUCATION

Learning activities facilitated by scientific TEP has undergone a paradigm shift. Learning definition now cannot be connoted definition of learning 40 years ago when the definition of learning by AECT first developed. There is a heightened awareness of the difference between the retention of just information for the purpose of testing with the acquisition of knowledge, skills, and attitudes that are used for daily life. Learning is not separate from the environment. Learning that has the effectiveness and efficiency are learning to get support from the learning environment. Increased learning cannot ignore the arrangement of learning

One important element of the design study is to identify the tasks of learning through assessment methods to measure learning outcomes. The task of learning can be categorized according to various taxonomies. Such opinions Perkins (1992) that the type of the simplest of the study is the retention of information. In schools and colleges high, learning can be assessed through paper and pencil tests. Learning can combine computer-based multiple choice, matching, and test answers were shorter than the paper and pencil tests.

Facilitation of learning leads to the success of the learning objectives. The picture in particular is the learning goals of the cognitive can be exemplified not only includes understanding yet of how the learning environment can facilitate up to retention. So if the assessment activities that require paraphrase or problem solving can take advantage of the dimension of understanding. Development can be directed also the forms of assessment that is more challenging for designers, especially for technology and scientists TEP not only makes up for it but it should be evaluated. the purpose of learning is not as simple as the presentation, but more on the knowledge and skills applied in active use. to assess the learning needs situations real or simulated problem, something obviously challenging to facilitate learning.

PHILOSOPHY OF IMPROVED PERFORMANCE

Performance Improvement has a goal effectiveness and efficiency. The view to improving the performance cannot be produced by simply comparing a professional person with people who are not professionals in the working environment. First, in the context of this definition, performance refers to the ability of learners to use and implement new capabilities acquired. Historically, technology education has always had a special commitment to the result, for example, is programmed learning (models, strategies, methods to the curriculum) is the first process that is labeled "educational technology." Examples of the other are learning materials that are programmed assessed by the extent to which users can do things. Although it looks aims to develop teaching materials, but the real purpose of improving conditions being trained or educated, and they are judged according to how well learners to work under these conditions. thus, the instructional materials to improve the performance strengthens learners not only the knowledge of the past but the ability to use. Second , in addition to helping learners have a better performance, tools and ideas TEP can help teachers and designers to become learners more good and they can help organizations achieve better learning. that is, TEP claim to have the power to increase productivity at the individual and organizational level.

Increasing performance in this definition is not intended to imply that the TEP includes any form of performance. As the scope of

science related fields, namely Technology Human Performance. The general picture of science Technology Human Performance is there much and what kind of interventions that can be used in the workplace to improve performance, such as tool - tool, incentives, organizational changes, cognitive support, and job redesign. However Improved performance in TEP is improved performance through learning.

CONCLUSION

Reflecting on professional development TEP UM need reviewing to check the conditions of pedagogical during this by integrating technology in education. This study examines the integration of technology in learning as a study drafted by Holt (1995) and Thompson (1996). In concept believe that in the context of ICT in supporting learning pedagogy, learning experience to develop professional skills. So the condition is considered crucial for the future workplace will data and improve learning. Second-based learning professions and ICT will be used as a tradition of learning and practice of the concept of Live Based Learning which was launched by UM. Next results is to mempublikasikan ways in which the integration of technology in learning can expand and enhance the learning experience. Experience learned as a result of integration of technology in bidang learning in the context of professional practice and through the perspective of students, lecturers involved in learning.

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EDUCATION VALUE IN KLIWON DIALOG IN THE JAVA THEATRICAL SCRIPT MELIK NGGENDHONG LALI BY UDYN UPEWE

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ABSTRACT

This study aims to determine the manners values implicit in script Melik Nggendhong Lali by Udyn Upewe especially in the Kliwon dialog. This research is a descriptive-qualitative research with document-analysis method. The data of this research is collected from the script of the drama Melik Nggendhong Lali. The technique used to collect the data is literature study which is conducted by recording documents or archive related to the problem and research objectives. The research proves that there are a few snippets of speech implies Kliwon figure or character value that can be learned and applied in public life.

Keywords: Value Education, Java Theatrical Script, Melik Nggendhong Lali

Literature as a work of art contains beauty and relevance to human life as a creator of art. Literary works created by their inner experience of the authors in the form of events or interesting social reality. That experience gave birth to the idea of imagination as outlined in written form. Through the use of languages that can be known characteristic of the authors, existing characters, theme, and the message contained therein. Each literary works created by authors had a goal each. Mandate contained can also bring benefits to the audience of literary works. It means something that is imaginative may occur in real life. Other people may experience the same event, as stated in the literature.

One imaginative literature is the drama or in the Java language can be called with 'sandiwara'. Saleh (1967:26-27) states that the term 'sandiwara' created by KGPAA. Mangkunegara VII, derived from the Javanese word 'sandhi' means secret and 'warah' which means doctrine. 'Sandiwara' means teaching conducted by a symbol. In this case the play can mean text drama or a drama show. According Sastroamidjojo (1964: 98), the word 'lakon' comes from Javanese 'laku' which is often revealed to be 'mlaku' or 'lumaku' which means way or walk. The word 'lakon' referring to the 'something is running' or 'an event or an everyday human life'. Semi (1993:156) in his book also argues that the drama is a human feeling in action in front of our eyes, which means the action of a feeling that underlies the whole drama. Furthermore he also said that the drama is a story or an imitation of human behavior are staged.

Drama has been defined as the experiencing and living of a concept, an idea, an event in daily life,or a behavior through the use of acting techniques, considering previous cognitive patterns in the education context(San, 1991).Drama can be said as a snapshot of real life. Author makes a drama script by lifting one of the problems that exist or of a royal histories. These problems can be taken from the author's personal experience as well as others, and also can create themselves. If conflict is contained in a drama can be felt by the audience, the drama should be presented with interesting language. Through the study of a drama, will be known accurately messages and content from the staged dramatizations. From that conclusion, can be correlated with the values of education that can provide good effect on the audience of the drama.

Drama studies or practices gives attendants the opportunity to examine various social roles and social problems. Animation of different social problems enables individuals to better understand the society and relationships in the society. During these interactions solutions for problems are also examined and attendants gain experience from studies towards problem solving (Önder, 1999). That mean, through the study of a drama we can gain the character value on it.

Ratna (2014:303) describes the character education related to behavior in everyday life, the moral behavior as a pattern of behavior, while ethics as a science.In plain manners visible when shaking hands, sincerity to do good, and so forth. In a drama, there are values of good manners for them if they want to appreciate it. In the drama, there are various kinds of character value that is very helpful. But these values are not delivered directly, but can be seen from the properties or even the dialogues of the characters. Spectators, by their own should be able to understand the values implicit in the character dialog. Therefore, in this paper will be explained about the character value of figure kliwon in the script *Melik Nggendhong Lali*.

METHOD

Forms of this research is descriptive qualitative using the content analysis strategy. Sources of data such as documents and records. Mechanical sampling in this research is purposive sampling, that is data collection of documents and records theatrical performances *Melik Nggendhong Lali* to support the research data. Data collection techniques in this research is the analysis of documents and records.

RESULTS AND DISCUSSION

Melik Nggendhong Lali's drama contain about the advice of a father to his son. Although the drama in the story further highlights the story of the social conflict between the child and his father, but in that story there is a dialogue that can be used as teaching moral education for the audience. Shobha and Kala said that education is meant not only to provide knowledge and information, but also to build character of human beings. Having a set of values and ideals, learners must be guided for self-development, so that values become a part of their character (2014).

Meaningful dialogue is delivered by using Java language, which is to provide moral education implied through dialogue or speech of the characters, that is from the figure of Kliwon. This can be proved from several excerpts of the dialogue of a drama. Snippets dialog figures that can be used as character education, as follows:

"Rama, putramu iki dudu awakmu. Aja kok iseni sirahku iki kanthi isining pikiranmu. Wis ben mlaku kayadene lakuning banyu kang tumuju!" (Father, your son is not you. Do not fill my head with the contents of your mind. Just let it go like the water flowing!)

Kliwon said the dialogue aims to advise Mbah Dar. In life we can not impose our will on others. Perhaps the best thing for us is not necessarily good for others. Times have changed, things that used to be considered good, at this age is not necessarily so. Let people do whatever they want as it does not harm others. For the audience, the dialogue can be an invitation to do not disturb each other and impose something to others. Because other people also have the right to be themselves without coercion from others.

"Iki jaman enthung mungsuh gangsir, akeh wong bingung ketlikung ra iso mikir. Ngalah... ngalah...! Kersaning Allah. Jamane jaman edan, ora edan nora keduman. Ha... ha... ha..... Ya'e..... ya'e..... ya'e.....!" (This is era cocoon opponent cricket, many people confuse the wrong direction can not think. Succumbing

... succumb ...! God's will. This is crazy era, not crazy can not part. Ha ... ha ... ha .... Ya'e ya'e ya'e ....!)

Dialog above means that at present, we can not tell which is right and which is wrong. We can only succumb to follow the development of the era. Maybe this is God's will that we can be more patient. At this time the good people do not necessarily get a favor, just the opposite where people who are not good even get a good impression among the people. The intention is to be conveyed to the audience that we should be able to adjust the changing times. We can not tell which is good and which is bad, lest we fall into bad things.

"Aja turu sore kaki.... Ana Dewa nganglang jagad..... Nyangking bokor kencanane... Isine donga tetolak.... Sandang kalawan pangan... Wong sabar.... Pasrah narimo..." (Do not sleep in the evening.... There are trotter deity of the universe.... Carrying a golden bowl.... Containing prayers repellent reinforcements..... Clothing and food... patient person.... Surrender accept ...).

The purpose of the dialogue is that we as humans do not quickly stop on our activity though we feel tired. Because we do not know when we will get a main point of the things we try. The dialogue also could mean we should not sleep more quickly, because in the afternoon is a great time for pray to God for effort what we have been doing all day. Sleep in the afternoons for Muslims was also not good, because it could lose a time of worship on time, where it would reduce the reward and blessing from God.

"Wong nandur ki bakale ngundhuh" (People who plant will surely reap the rewards).

Dialog above implies that reflects one's personality. A person who is always doing good, later on would eventually gain favor. And conversely, those who always behave badly at first, would have gained infamy in the end. The dialogue aims to bring the audience to always do good. Although it does not feel the reward now, but later on would eventually acquire good from it.

From the snippets of dialogue such Kliwon figures, it is clear that the dialogue delivered by characters have implied meanings that can be used as manners learning, which can move the audience thinking. Meaningful dialogue expressed or implied in the drama will be easily understood by the audience, if the audience wants to appreciate, thus indirectly will provide character development.

CONCLUSION

Drama is one art in which there are dialogues that are rich in meaning is conveyed directly and conveyed implicitly or indirectly. *Melik Nggendhong Lali* script by Udyn Upewe is a script that also contains the values of good manners for the audience. It can be used by audience to change

the attitude. As an example we must always do good so that in the end we obtain a favor anyway. Literary works created by the author must have its own message to be conveyed to the public. This is in line with the opinion of Waluyo (2002: 28) which states that the mandate is figurative, general, and subjective, so connoisseur of literary interpretation may vary.

In the Kliwon dialogs, there is advice that implied. Among the advice that there is a concept that has been understood by the public and is considered valuable. Therefore considered to be very valuable in the life of a system of cultural values can then be helpful as a guide for the highest human behavior (Koentjaraningrat, 1992:25).

Melik Nggendhong Lali is a drama script with a lot of symbols in it. Through the results of this research are expected to lead other researchers to continue or start a new literary research, mainly with Java drama script object. Java drama script can be studied with a variety of approaches to decipher its character value contained therein.

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ENHANCING 'DEEP-DIALOGUE' IN EDUCATION AND CHARACTER BUILDING

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ABSTRACT

The subject of this article is a method that points at a mutually transforming effect. It is concerned with the mental construct (model) on how we understand "reality." Reality is mediated by "meaning", a meaning that we give it in the context of our culture or our historical period, interpreted from our own scientific horizon and in our own religious thought forms. The dialogical model presents a way of thinking that is strongly reflective as Asians do to grasp "reality," their world. It radically shifts our entire view of reality and immensely expands and deepens our grasps of the meaning of life in order to grow in the perception and understanding of reality and then to act accordingly.

Keywords: model, dialogue, conversation, critical-thinking, reflective

In 1882, when Charles Darwin died, his family planned to bury him in the local churchyard. Their wishes were overridden by English popular opinion, and Darwin was awarded a large public funeral in Westminster Abbey, London. On that occasion, the dean of St. Paul delivered a eulogy in which he explicitly contrasted the initial reception of *The Origin of Species* (1859) with the view of the 1880s: the theory of evolution was no longer seen as a threat to religious belief (Kitcher, 2005:266). So the Anglican Church made its peace with Darwin.

The conflict between C. Darwin (1809-82) and religion has become emblematic of the relations between science and religion. It took many decades for both science and Western culture to assimilate the more radical aspects of Darwin's theory. In some ways, Darwin provided a common assumption that scientific work entails 'the autonomy of earthly affairs.' From the early development of modern science at the start of the seventeenth century, it seems that the scientific investigator is free to construct any scenario likely to explain phenomena without needing to have recourse to some 'supernatural' element which would intervene as a special complement to a series of 'natural' causes. Such an attitude deliberately separates science from the quest for meaning. However, today such attitudes – which could vary from indifference to prudent distancing – are less common than they used to be. Advances in science, particularly in the domain of bioscience, raise question about human destiny – about what it is to be properly 'human.'

Regarding the contextual background, in this article, I would like to propose 'Deep-Dialogue' as a methodological approach in which we can construct a meaningful engagement with science, religion, and local culture.

DISCUSSION
The Concept of 'Deep-Dialogue'

The word *dialogue* stands for a discussion between people in which opinions are exchanged. The adjective *deep* brings forward the importance of reflective and intelligent action for the process of dialogue. In this way, there develops a synthesis between one's own point of view and the points of view of others as well. In the Hegelian sense, the 'Deep-Dialogue' is not just attempting to put things together in a kind of compromise but of developing, in a creative dialectic, something that is acceptable to all standpoints. Dialogical logic characterizes logical constants (such as 'and', 'or', 'for all') by their use in a critical dialogue between two parties: a proponent who has asserted a thesis and an opponent who challenges it (Felscher 1986). There are at least six different perspectives in which they reflect the idea of 'Deep-Dialogue.' In brief, they are *historicism, intentionality, sociology of knowledge, developmental psychology, limits of language* and *hermeneutics.*

Historicism. In the nineteenth century, many scholars came to perceive all statement about the meaning of something as partially the product of their historical circumstances, their historical 'setting in life' (*sitzimleben*). The composite nature of the human context as the situation in which people live determines the fact about the statement under study. The understanding of the text could be found only in *context*.

Intentionality. Max Scheler (1874-1928) suggested that all knowledge is concerned with the future, not the past. It has an element of intentionality at its base, as being oriented ultimately toward action, or *praxis* (Scheler 1980). We perceive certain things as questions to be answered and set goals to pursue specific

knowledge because we wish to do something about those matters. Accordingly, a statement has to be understood in relationship to the action oriented intention of the speaker.

The sociology of knowledge. Karl Mannheim (1893-1947) insisted that all statement about the meaning of things is fundamentally related to the standpoint (*standortgebunden*) of the speaker (Wohlrab-Sahr 2010). All reality, such as the culture, class, and gender, is perceived from the perspective of the perceiver's own worldview.

Developmental psychology. Jean Piaget (1898-1980) explained human growth as personal competency through a structurally maturation process. He explains the process of obtaining knowledge that is decisive for social judgments as the progressive development of individual competency (Piaget 1977). In the course of an increasing differentiation of personalities, the child develops a mental attitude that consists in a step-by-step dismantling of childish egocentrism. Relatively early, children notice that their parents are neither almighty nor omniscient (infallible), nor ubiquitous, so that they are not gods. In parallel, the childish worldview becomes extensively overcome as a whole, including that of belief in an animated nature, as seemingly outfitted with intentions. At the age of about eleven to thirteen years, children grasp that social rules cannot only by laid down by authorities (parents, gods), but also freely negotiated.

The limitations of language. Following Ludwig Wittgenstein (1889-1951), many thinkers have come to see that any statement about the truth of things can be a partial description of the reality that it is trying to describe. Although reality can be seen from an almost limitless number of perspectives, human language can express things what we call "scientific truths" from only one perspective at once (Monk 1990).

Hermeneutics. Hans-Georg Gadamer (1900-2002) and Paul Ricoeur (1913-2005) led the way in developing the science of hermeneutics, which suggests that all knowledge of a text is at the same time an interpretation of the text (Clarke 1990). This basic insight goes beyond knowledge of texts and applies to all knowledge. All knowledge is interpreted knowledge; the perceiver is part of the perceived. Knowledge comes from the subject perceiving object, but because the subject is also part of its object, the two (both subject and object) are in that sense one. The various aspects of nature are observed through the categories we provide, within the horizons we establish, under the paradigms we use, in

response to the questions we raise, and in relationship to the connections we make. Hence *knowing* is a process of the two *becoming* one: the object perceived by the subject becomes a new entity that is knowledge.

'Deep-Dialogue' is a way of gathering and assessing information and submitting it to the critiques of our peers, others thinkers, and scholars. They complement our worldview with statements from their "standpoints" as a philosopher, a scientist, or an adherent of a certain religion. An engagement with different cultural, philosophical, social, and religious viewpoints makes us to complete our perception on the meaning of things. If we are not engaged with such method, we will be trapped within the perspective of our own "standpoint." It will be our lack.

Dialogical Model as the Performance of 'Deep-Dialogue'

A model is "a relatively simple, artificially constructed case which is found to be useful and illuminating for dealing with realities that are more complex and differentiated" (Dulles, 1983:30). Model plays in the "understanding of reality and how to live accordingly" (Swidler, 200:52). It has immense practical consequences. For example, in Western medicine, the body is conceived as living machine (as a highly nuanced); therefore, if one part wears out, the obvious thing to do is to replace it. Hence, organ transplant is originated in Western medicine, not in Oriental. However, in Chinese (Oriental) medicine, the body is regarded as a balanced harmony. Pressure exerted on one part of the body is assumed to have an opposite effect in another part of the body. Hence, acupuncture is originated in Oriental medicine, not Western.

The basic insight of the dialogical model is that "I learn not by being merely passively open or receptive to, but also by being in dialogue with." It is a way of seeing and reflecting on "reality." I do not only "hear" or receive reality; I also – and, I think, first of all- "speak" to reality. I ask it questions, and I stimulate it to speak back to me, to answer my questions. In the process, I give reality the specific categories and language with which to respond to me. The "answers" that I receive from reality will always be in the language, the thought categories, of the questions I put to it. It can "speak" or can really communicate with my mind, only in a language and in categories that I understand. Such a dialogical way does not mean that anything goes. As David Tracy (1939-) insists,

Conversation is a game with some hard rules: say only what you mean; say it as accurate as you can; listen to and respect what the other says, however different or other; be willing to correct or defend your opinions if challenged by the conversation partner; be willing to argue if

necessary, to confront if demanded, to endure necessary conflict, to change your mind if the evidence suggests it (Tracy, 1987:19).

Regarding the text quoted, I need to learn to speak a more appropriate "language" when I put questions to reality. I cannot ask questions about living things in mechanical categories; if I do it, I would receive confusing answers. Further, I will receive unsatisfying answers to questions about the inner life (subconscious levels) of people, if I use categories that are solely psychological-experimental. In this case, an uninformed religious person is difficult to understand the idea of Sigmund Freud (1856-1939) who insists that religion is a sign of psychological weakness and immaturity (childhood neurosis) wherein a person created an illusion that forces outside the natural order – usually named "gods" or "God" – controlled one's fate (Freud 1978: 29).

Deep-Dialogue and Critical-Thinking

The primary purpose of 'Deep-Dialogue' is to learn from the other so that he or she can learn and grow. When we speak of "dialogue" here, we do not mean just another discussion, as valuable as that might be. We mean it as an experience of meeting with people, ideas, inventions in such a way that each one's assumptions come to light, and that all can move ahead in reciprocal learning. Of course, both partners will also want to share their understanding with their partners. 'Truth' in this scheme of things is understood not as something 'out there' but as a reality that emerges in true conversation between authentic men and women when they "allow questioning to take over" (Tracy, 1987:18). In the past, we usually faced those who differed with us in a confrontation – sometimes openly polemically, sometimes more subtly so, but usually with the ultimate goal of overcoming the other because we were convinced that we alone had the truth.

Our contemporary thinking understands truth in terms of relation, conversation, and dialogue. It means to stand on our position, and at the same time seek self-transformation through opening ourselves to those who think differently. Such an intense dialogue lays bare all the underlying issues–religious, philosophical, psychological, etc.–which, when resolved, when integrated, will together serve as a locomotive pulling forward all other issues submitted to dialogue. Together with its counterpart, 'Critical-Thinking,' 'Deep-Dialogue' is a whole new way of thinking (Swidler, 2000:151).

Destructive Dialogue	→	Disinterested Dialogue	→	Dialogical Dialogue	→	'Deep-Dialogue'
Elements are polarized against each other		Elements are tolerant of each other		Elements learn from each other		Elements are mutually transformed

All reality is dialogical, operating on a continuum (Swidler 2000:156)

To open ourselves to 'Deep-Dialogue,' we must at the same time also develop the skills of thinking carefully and clearly, of 'Critical-Thinking' (*critical*, from the Greek *krinein*: to choose, to judge). However, because 'Deep-Dialogue' and 'Critical-Thinking' are in fact necessarily two sides of one reality, whenever we speak of 'Deep-Dialogue,' we automatically mean to include 'Critical-Thinking.' Accordingly, we learn to understand all statement in *their* context, that is, a context can be correctly understood in *its* con-text. Only then we will be able to translate the original core of the statements / text into *our* context. This process of 'Critical-Thinking' obviously entails a mental dialogue within our mind. Thus, at its root 'Critical-Thinking' is dialogic; 'Deep-Dialogue' at its root entails clear, critical thought.

Seven Stages of 'Deep-Dialogue'

'Deep-Dialogue' and 'Critical-Thinking' is the heart of our rational capacity to negotiate reality, to be in touch with the ever-changing worlds around us. It has become clear that at the core of "life world" there is a fundamental dialogical dynamic between the self (=subject) and the realities surround us. It designates an inter-relational structure of self and other.

There are seven stages for establishing 'Deep-Dialogue' (Swidler, 2000:163-166): (1) Stage one: radical encountering of differences (self faces others), (2) Stage two: crossing over–letting go and entering the world of the other (self transformed through empathy), (3) Stage three: inhabiting and experiencing the world of the other (self transformed into the other), (4) Stage four: crossing back with an expanded vision (self returns home with new knowledge), (5) Stage five: the dialogical awakening–a radical paradigm shift (self inwardly transformed), (6) Stage six: the global awakening – the paradigm shift matures (self related to self, others, the world), (7) Stage seven: personal and global transforming of life and behavior.

However, the procedure is much more like producing a work of art that following a rigid set of direction (Bevans, 2009:92). One needs to places emphasis on religious values at one point, while at another point one needs to emphasize cultural identity. At one point scientific views might need to be cultivated. To use our horticultural example, the dialogical model sees the need and value of cross-pollination so that new and sturdier plants might be

developed to be better suited to a particular environment.

CONCLUSION

'Deep-Dialogue' is a powerful transforma-tive process that eventually must become a habit of mind and spirit. It is a method of entering other worlds or perspectives and returning mutually transformed, having gained a deepened sense of one's own worldview and an awakened awareness of the worldviews of others. Through this awakening power of 'Deep-Dialogue,' individuals and communities are able to experience common ground between worlds and across differences, and thus achieve deeper personal integrity and community-building. It is not a once-and-for-all project, but it is something that must be on going.

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LEARNING MANAGEMENT SYSTEM
DEPARTMENT OF TECHNOLOGY EDUCATION
IN THE PERSPECTIVE OF LEARNING

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ABSTRACT

Learning development system is blended in subjects using certain devices that have been in the Department of Technology Education. In Educational Technology, State University of Malang is Institutions providing educational services and learning on the web application domain using Transmission sharing technology. In general, the purpose of research is to study the communication on learning on-line educational technology department of communication studies with a focus on Media education at LMS and the Role of communication and differences in LMS.

Keywords: learning management, technology education.

The floating system learning blended emphasizes how communication occurs between the source of learning and learners through technology web communication. Communication technology is expected ceapable bridging everyone to communicate quickly over long distances though. Media Computer and Network was instrumental in facilitating the relationship, both personal relationships, the organization or in the wider level again. There are some policies, and certain managerial rules that can help the user.

Network communication technology to connect computers, work station users and other information tools. So that learners are expected to participate in determining the choice of various types of communication technology is necessary. So, we need a study of communication technology.

In principle the entire communication technology is a means of transmitting information in various forms (such as voice, data, text and images) from one place to the other electronics. The data communication more specifically explain the transmission and reception of data communication network between one or more computer systems as well as various terminal input / output. However now the communication is highly dependent on computers and other computerized tools.

Learning development system is blended in subjects using certain devices that have been in the Department of Technology Education, Department of Education Technology has been completed communication technology of several telecommunications companies proved to have been able to provide services long-distance telephone, satellite-satellite communications and communication services.

In general, communication technology provided by some companies have been rapidly changing from analog technology into digital technology, communications technology has always depended on the transmission system analog designed to transmit electrical frequency generated by the waves of the human voice. the transmission system digital supply: (1) the level of transmission of information more high, (2) transfer of more information, (3) Increasing the value (4) the error rate is lower than analog systems. The tendency else in telecommunications technology is a change in the communication media. Some telecommunications network changes from copper cable media such as coaxial cable and network of underground cable system into a network of fiber-optic and satellite telecommunication transmission.

At the Institute for service providers of education and learning on the web application domain using Transmission sharing technology. This is because the transmission technology offers significant advantages in speed and capacity for organizations that need to transmit large amounts of data and long distances. The trend in technology provide more many alternatives to go beyond the current telecommunication system.

Learning development models blended web-based Institute for service providers of education and learning Line Internet using communications technology transmitting satellite. Technology transmission communication satellite, which was developed using various types of telecommunications media and communications processor for contacting the terminal computer, work station computers, computer systems and computer equipment more in radius and a wider range.

Learning development models blended web-based Institute for service providers of education

and learning Line Intranet using technology Local Area Networks (LAN). LAN connects the information processor to the areas that are physically restricted as in the halls of learning, buildings of buildings or places other access. LAN technologies developed using different types of telecommunications media and communications processor to contact the computer terminal, computer work stations, computer systems and other computer tools.

In general, communication network built using satellite transmission and communication technologies LAN technologies use some arrangement whereby the sender sends a message to the recipient beyond the channel consisting of several types of medium.
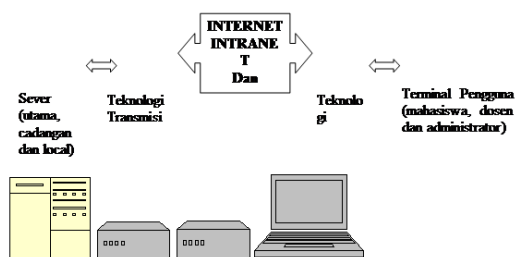
Figure 1. Shape Telecommunication Networks

The image above depicts a telecommunication network that consists of 5 (five) categories of basic components: 1) Terminal users (students, faculty and administrators), a tool terminal input / output used telecommunications network to send / receive data is terminal, including microcomputers, telephone, equipment office and transaction terminals. 2) Server (primary, backup, and local) , which is a data terminal or learning material objects (material appropriate learning objects) that manages how the sending and receiving of data between the terminal and the computer. 3) Intranet, Internet and Media communication ends which data is received and sent. The communication channel using a combination of media such as copper wire, coaxial cable, and satellite communications systems, to interconnect with the networks of other telecommunications components. 4) Technology Sender and Receiver are connected to the computer in every size and type. This technology connects devices in the telecommunications network so that it can complete the task in processing information. 5) Software telecommunications control consists of the programs lies in the computer server, computer and telecommunications control the user's computer.

COMMUNICATION IN PARTICULAR IN THE WEB OF LEARNING

In the Learning Development system using the blended learning technology directly (synchronous) web-based and indirect (Asynchronous) web-based, with a term to describe how and when to study certain subjects in progress. 1) Learning Direct (synchronous Learning). In direct learning courses of computer learning, teaching and learning take place within the same (real time) although teachers and students to be physically located in different places from each other. 2) Learning Indirect (Asynchronous Learning). In the study did not directly, the process of learning and teaching and learning computer courses took place in the presence of delay / broadcast delay time (different time) and teachers and students are physically located in different places. Examples: educate yourself using the internet or, the web presentation or seminar using the audio / video, record the tutorial, mentoring question and answer, reading the e-mail message, access the web-based content, discussion forum based web.

Characteristics of an indirect learning (Asynchronous) is the developer or the teacher must prepare in advance to learn the material before learning process takes place. Students are free to determine when it will study the learning materials.

DIFFERENCES IN THE WAY OF COMMUNICATION

There are four the way of communication: First, One to One. Situation: 1) student to student, 2) students to teachers, 3) teacher to teacher. Examples: 1) discussion: a private conversation in a chat room or instant massagers, 2) E- mail: send or receive e-mail on/from peers or teachers and provide questions to the teacher, 3) screen sharing: sharing Microsoft Word, working together in a word document. Second, One to Many. Situation: 1) one lecturer to many students, 2) one student to many students. Examples: 1) chilling: teacher explaining the contents of the material to the students, 2) screen sharing: use the network to give a series of power point slides or web pages to the students, 3) newsgroups: post questions in newsgroups or discussion forums, 4) E-seminar: lectures or presentations via the internet. Third, Many to One. Situation: 1) many college students to one teacher, 2) many of the students to the student. Examples: 1) discussion: ask or online discussion, 2) newsgroups: reacting to messages sent within forum discution. Fourth, Many-to-Many. Situation: 1) many of the students to many students, 2) many of the students to the students and faculty. Examples: discussion where students can share their learning experience or just chatting

or also discuss where the students can solve their problems together based on the discussion topics.

CHANGE OF COMMUNICATION EDUCATORS AND TEACHERS

Pressure from various parties increased to educators and teachers to post instructional media technology with email, web and multimedia - into their programs and teaching practices. As a result, educators need to develop new knowledge and skills in the design and production of multimedia resources. There is a growing need for educators to understand the design process media and educational design process. However instructional design framework in the literature does not seem to recognize an established process of instructional media design. Anything can change except that remains is change itself

Educators and teachers must be increasingly aware of the beginning of a major shift in context, the role, the delivery and financing of education. Growth in both the number and type of media increased as the line exponentially in the use of the Internet, especially web since 1995 with his ability to communicate some information media - text, images , audio, animation, video - interactive and now has become an instant way to cross state boundaries. Toffler (1990) confirms the observation that "what is happening is the emergence of an entirely new in wealth creation that is totally dependent on instant communication of data, ideas, and symbols".

The new media allow changing education practices by way often described as' flexible delivery flexible learning and mediated learning. Sufficient resources organization was a strategic incurred for offering courses in fashion flexible to better learners. A common reason is that the internet is flexible based anywhere and anytime, learning must be offered by the organization without borders' to maintain the position of educators and teachers and continued relevance in the global market and a variety of educational facilities and competitive provider.

CONCLUSION

Communication using device integration of Information Technology and Communications with the concept of pedagogical is a learning resource that is specific and useful on the network access the Internet at the Department of Educational Technology, the optimal benefits of the concept of communication in learning. Student 1) obtain strengthening the concept of designing communication in any form on-line and off-line. 2) students get knowledge melaksanaakan pembelajarn model of innovative and convenient; 3) students can also feel the effectiveness of learning from learning model; 4) Students can learn the attitude of learning with the rules cyberwellness the learning model. The study of communication is the bridge pembelajaranyang perspective on the method of using the media of information and communication technology.

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CHANGE OF PARENTING PATTERNS TO REALIZATION INDONESIA GOLD GENERATION AT 2045

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ABSTRACT

Informal education is the first and main education for children, internship relationship between parents and child has implay to child build characteristic. The research was conducted with the aim to find parenting mistakes that commonly occur in the community, describes the influence of parenting to the character formation of children, and explain the changes in parenting strategies that need to be done. The study was conducted with a qualitative approach, data were collected by interview and literature study. There were three categories of errors parenting parents is 1. An error in the handling of child health, 2. Determination of the ban due to concerns that excessive, and 3. Errors in understanding the child's feelings. Strategies that can be done to change parenting model is integrating parenting education in early childhood and kindergarten activity, form associations of parents, and establish non-formal education shaped course that teaches parenting right.

Key word: parenting, character, gold generation

Family is the primary environment, since a child born to an adult, the development process will be affected by family circumstances. A child will obtain information and explanations as well as the behavior of parents and siblings in the family. Parenting and family behavior received a child, will influence the behavior and character of the child. Ki Hadjar Dewantara (1977: 374) states that the family is a best place to do education, so that the family referred to as the most perfect education and the growing nature of the other educational places. In line with these opinions Lam Ching Man (2003) suggests three things namely the primacy of family education, Three dominant perspectives have shaped conceptions of parent education: (1) the parent-mediated perspective; (2) the systemic perspective; and (3) the parent empowerment perspective. Both of the above opinion states that family education plays a very dominant function and strategic in realizing human generations more capable.

Family education as a major component in the future success of the child has not been fully recognized by the parents. Parenting and education patterns are applied hardly much different from the pattern he received as a child. Especially when there is a grandmother or grandfather's role in the family environment, parenting is done for the grandchildren is not much different from parenting for they child.

Michelle A. Johnson, M.S.W et al (2006) conducted a study on parenting, found that 23.33% of treatment errors occur in the process of parenting. The treatment errors caused by three things, namely the dominant social cognitive processing, parenting skills, and stress management. Overview of the results of these studies indicate that in the process of parenting often goes wrong treatment, where the error is caused by ignorance or lack of understanding of parents on social cognitive processes, parenting skills and stress management.

Mistreatment in childcare often occur in Indonesia, some things that are often advanced by parents is "do not" like do not be naughty, do not run, do not climb, do not ask any questions. Lack of proper parenting occurs hereditary and extends almost the entire territory of Indonesia. There are several terms that are often used parents in the process of parenting a childlike word taboos (prohibition in Sundanese), in addition to the words forbidden parenting is often followed by the words that are scaring. Some conditions and expressions exemplified as follows: 1. When a small child in the area Bondowoso sleep late at night it will be attended by the sculpture "The carriages Death," which dropped if the evenings. 2. whistle and banging the table is seen to summon demons. 3. Sitting in front of the door is seen to be difficult to get a mate.

Some examples of parenting is still going on in the family environment of Indonesian society. Slowly but surely these parenting will affect the psychology of Indonesia children, they become completely fearless in expressing their opinions or thinking different from previous practice. These conditions make the creativity of Indonesian children less developed optimally, which in turn makes them always compete with other nation's youth.

It is not allowed to apply a continuous basis, if the Indonesian people want to have young people who excel or the development targets Indonesia has

a golden generation of 2045 it now needs to be revamped and improved parenting children Indonesia. Changes in parenting actually is not something costly, enough with the deployment guidelines and dissemination to the public, the parenting change. Moreover, young parents today are those who were born in the year 80 and 90 it is almost certainly the level of education they are better than the previous generation of parents.

The obligation of parents is to raise, educate and guide the child to an adult. A surrogate child of God, a pair of parents who believed God had to treat the child as well as possible because one day God will ask for accountability to parents on their children. The Government of the Republic of Indonesia governing the rights of children in a Law of the Republic of Indonesia Number 35 of 2014 regarding Child Protection. Article 6 states every child has the right to worship according to their religion, thought, and expression in accordance with the level of intelligence and age in the guidance Parent or Guardian. The article guarantees the right of a child as a citizen who has the right to freedom and guidance of parents. Article 26 of the law states the obligation of parents is "Parents are obliged and responsible for: a. nurturing, nurture, educate, and protect the Child; b. Children develop in accordance with the abilities, talents, and interests; c. preventing age marriage Children; and d. provides character education and cultivation of character value in children ". The obligation of protection of the rights of a child care implemented in the activities of a child, or often called parenting.

Parenting is a reciprocal relationship between parents and children in an effort to ensure the fulfillment of the rights of a child and for the development of things is physical, psychological, social, intelligence and behavior. Each individual ever get the warmth and affection of their parents, parenting as a relationship between parents and their children. As Theoretically parenting explained in focus to four issues, that is behavioral, cognitive, emotional development of children and adult personality functioning (Farzana Bibi, et al. 2013). Parenting has an enormous influence on the development of a child, ranging from the development of the physical and psychology.

A study states that parents have a significant influence on the school achievement of their children. Especially when they are involved in their children's education and monitor their children's after school works. parent's attitude and style have powerful impacts on their children (Abdorreza Kordi.

2010). The finding confirms that the behavior of parents have a strong influence on their children in school achievement. The role of parents is needed children, especially supervision of a child after school activities.

Beside influent in children achievement, parenting models has influence to child psychological development. Talil Abrhiem Hanna (2014) states parenting styles and the quality of a parent adolescent relationship may have a significant impact on the psychosocial development among adolescents. That research's confirms, pattern of parenting have a profound influence on the development of personality, psychological and academic achievement of a child. Parents should establish a parenting style to develop the potential of children so that a child will become a generation of healthy, smart, critical and competitive with human resources from other countries.

Globalization and free trade between Indonesia agreement with the countries of the region requires the readiness of the various components of the nation to survive and improve the Indonesia economic. These challenges require a prepare Indonesian young people are qualified and able to win the competition. The Indonesian people have hope in the year 2045 as a period of 100 years of Indonesian independence created a generation of so-called golden generation.

Belferik Manullang (2013) imposes limits that Indonesia golden generation in the 2045 was marked by the character of young people who have a positive attitude, mindset essential, normative commitment and competence abilities, and grounded IESQ. Indonesian human resource development process stipulated by Act No. 17 of 2007 on the National Long-Term Development Plan (RPJPN) 2005-2025. Development education is a major part of Indonesia's long-term development plan, the Ministry of Education and Culture set Education Development Plan Long Term (RPPNJP) 2005-2025. Target achievements in the period 2015-2019 is aimed at the educational development "Indonesian man preparing for regional competitiveness" while the years 2020-2025 the development orientation towards the setting up of the Indonesian people to have international competitiveness.

Indonesia golden generation oriented to strengthening and mental character that has strong competitiveness. This policy has good reason because to win the competition not only with the ability intellectual and skills but also the personality to show ability. Indonesia future generation is a generation of critical and personality, critical does not mean denounce but innovate and create. Generation of competitive characterized by innovation in all of life, so that in the future

Indonesian nation is not only a consumer but a producer all the needs of modern human life.

METHODE

The author uses methods of literary study and unstructured interviews in writing articles. Interviews were conducted with 103 students. The students were asked to describe the process of upbringing the parents or neighbors about the house, the description of the story analyzed by case analysis. Literature study done to strengthen theoretical study and the results of previous studies that have been published in international journals, so as to support and strengthen the conclusion.

RESULTS AND DISCUSSION
Results

Interview data were then reduced and displayed in the following table
Table. 1 Habits parenting community

Parenting patterns	Psycologic Impact	Signification
Girls are forbidden to leave the house after sunset call to prayer from being kidnapped wewe gombel (ghost of a woman who has a large chest)	Children do not have the courage to move in the night	Not to be out evenings as prone to colds
When a child hiccups, then the child's anterior fontanelle blown until the hiccups disappear	Mindset about handling the wrong disease	Give the child to drink little by little until the motion is lost
if there is a child nosebleed then have to tilt the head to stop the bleeding	Mindset about handling the wrong disease	head up, blood wash with warm water and given a betel leaf as an anti-septic
If found crying child, the people who are around will try to make the	Child difficult to express his feelings to others. So he will have a	If the child is crying, should be left alone so that children can excite all
child to stop crying, without exploring the cause	closed personality.	the feelings. After the tears subsided, then approached her parents with giving understanding.
Most people think of children who say dirty as something funny because the child did not even know what that means but it can say anything inappropriate	Character and behavior of children less well	We recommend that people around the child can pick a word and gesture performed in front of children, since most children will immediately imitate speech or actions undertaken by people around him.
when a child while playing then he accidentally fell or hit something, such as a table, the parents will say "At his desk only son, desk is naughty	Behaviour find fault with others and solve problems with violence	told to be more careful in the move
Children are forbidden by their parents to leave the house on Friday after finishing Friday prayer. The reason is because there is a kind of ghost after Friday prayer to be abducted child	Affect the courage and the child's behavior	Supposed to be imparted to the child, that Friday was a good day, not a day frightening and filled with ghosts.
comparing child with	Kids feel depressed	Basically, the child has

other children	and less attention	a different character with each other may not be too clever child in academics but smart field or any other sport and as a parent should be able to understand it
there should be no sound of the collision between a plate and spoon when eating because it will invite the devil	Children feel fear associated with the devil	when eating should maintain decency to not make any noise that might cause discomfort to others
Parents say that a girl should not eat or sit in front of the door as it will keep a mate	Understanding of children who are not in line with the real thing	eating and sitting in the front door is an act that is disrespectful
If you do not want a soul mate lazy, do not eat on the bed	Children misperception	sulted in the mattress being dirty

Discussion

Based on the research findings, it can be argued that the fault parenting Indonesian people can be grouped into three categories. 1. An error in the handling of child health, 2. Determination of the ban due to excessive worries, and 3. Errors in understanding the child's feelings. These three categories have compatibility with the results of research conducted Michelle A. Johnson, M.S.W et al (2006) where the error treatment of child care due to three factors, namely the dominant social cognitive processing, parenting skills, and stress management. Social cognitive line with efforts to ban or frighten the child will be the presence of spirits if a child violates the prohibition of parents, parent skill in line with mishandling the treatment of diseases suffered by children, and stress management in line with the error in understanding children's behavior. Third parenting mistakes are accumulating in the

person of a child and embedded as the character of the child.

parenting mistakes of continuously and widely applicable is almost certain young generation of Indonesia less competitive. Results of previous studies conducted Talil Abrhiem Hanna (2014) states that the parents' parenting and the quality of relationships between parents and children significantly affect the growth of child psychology. In another case investigated by Abdorreza Kordi (2010) that parents have a significant influence on the outcomes of achievement of a child. The role of parents in this connection is that of monitor activities of the children after they get home from school.

Based on the research findings and review of previous research efforts need to be undertaken to save the improvement of mental and character of Indonesian young generation future. Facing increasingly fierce international competition requires that the Indonesian nation has the ability, knowledge and a strong mentality in order to buffer compete with other nations. Lowest thing that needs to be prepared is the mentality as proposed Belferik Manullang (2013) is the character young people who have a positive attitude, mindset essential, normative commitment and competence abilitas, and grounded IESQ. As already explained in sub-chapter above that the development of education in the period 2016 to get in on the human stages of preparing Indonesia for regional competitiveness. Achievement of these targets is certainly not just the responsibility of government, and it can not be done by a formal institution called school. The target will be achieved if there is harmony between the role of government, the community and parents.

Education in the family environment is the first education received by a child, then do not be surprised if at that stage a very significant impact on the development of the mentality of a child. Observing the research findings stating that there had been an error of parenting on three main aspects of character formation target then to realize the educational development necessary to change the child's parenting.

The government must provide additional education to parents so that they have the knowledge and skills in bringing up and guiding a child. Early childhood education and kindergarten should not only educate young children but must be supplemented by educating the parents. So that the child will get treatment in line between the teachers in the school with the parents at home. The process of change in parenting style can also be done by forming a group of parents in the form of associations as a vehicle for parents to share information and knowledge of child caring. A community in general has a strong bond and a high

concern among members. So that hope to achieve a good success of the educational process will be more quickly realized. Another strategy is to do the government and the society is to provide education that are non-formal to the parents, for example, infant maintenance courses, course arrangement of home environment that can encourage creativity of children, and courses that are giving skills in parenting.

An overview of these solutions has not been done in Indonesia, the Indonesian education is still focused on formal education. Awareness of the importance of parenting is not so high, so that many cases occur in parenting errors, or even the process of repetition parenting parents had done in previous generations.

CONCLUSION

Parenting patterns are believed to have a very high influence on the formation of character, behavior and achievement of children. All the things that parents do at home will be a personal reflection of a child. This study resulted in a finding of guilt parenting grouped on three criteria: 1. An error in the handling of child health, 2. Determination of the ban due to excessive carries, and 3. Errors in understanding the child's feelings. Parents need to change parenting that has been done in order to create the Indonesia gold generation. The Indonesian people are expecting in the year 2045 created the golden generation of Indonesia which is characterized by having a positive attitude, mindset essential, normative commitment and competence abilitas. In order to realize the need to be encouraged target a change in parenting Indonesia. How are deemed effective in making these changes is including education parenting in educational activities early childhood and kindergarten, forming a organisation assembly of young parents as a means to share information about parenting and handling problems of children, and to establish educational institutions of non-formal-shaped course that teaches pattern parenting right. The third solution is the answer to improvement of child care in order to realize the golden generation of Indonesia in the year 2045. ✍

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INTERACTIVE MEDIA DEVELOPMENT OF RECOGNIZE HIJAIYAH LETTERS FOR EARLY SANTRI AT TAMAN PENDIDIKAN AL-QUR'AN

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ABSTRACT

Reading the Quran is the most important religious and loved Allah SWT. Meaning, every individual who claims to be a Muslim should be able to read the Qur'an properly. Learning is good for children is through play. A teacher should be able to create a fun learning for its students and increase knowledge, understanding and ability of pupils. To improve children's ability to recognize letters hijaiyah this will require an appropriate teaching methods. A method that is fun for children is by the method digital, one of which is to develop interactive media to recognize the letters hijaiyah attractive and practical to be studied. This study was designed using research approaches development or research and development (R & D) by the Development Procedure using a four-D models, namely through a phase of definition (define), stage design (design), stage of development (develop), and the deployment phase (disseminate). Interactive media created using computer software (software) applications macromedia flash. Interactive media products that will be generated by taking into account the practicality and adapted to the characteristics of users are age 4 to 6 years. Interactive media recognize letters hijaiyah for early childhood packaged in a CD and can be run by using a computer.

Keywords: interactive media, letter hijaiyah, santri early childhood

Reading the Quran is the most important religious and loved Allah SWT. Meaning, every individual who claims to be a Muslim should be able to read the Qur'an properly. The scholars agreed that reading the Qur'an the law is fardhu'ain. The Qur'an contains the teachings and guidance for Muslims in life the teachings contained in the Qur'an should be carried out. To practice the Qur'an that we must be willing to read and understand it. Faithful to the Qur'an not just believe it, but it must be proven with the implementation of the real as the demands of the faith that is read, understand and practice it in everyday life.

Very many virtues and benefits for people who read the Qur'an. Among the virtues and benefits of people who read the Qur'an that is in accordance with the words of the Prophet, "People who are good at reading the Qur'an will be placed with a group of angels noble and commendable. As for the people who stammer and difficult to read will get two rewards. "(H.R. Bukhari & Muslim). This means that people who are adept at reading the Qur'an will be provided a most special place in heaven with the angels holy. Meanwhile, people who read haltingly, then he would be given two rewards are willing to learn and sincerity merit reading.

Al-Qur'an that the terms of the language comes from Arabic, which means reading or something read repeatedly. The word of the Qur'an is composed by letters arab called Hijaiyah letter that letter to form words in Arabic if it letter by letter prepared. Then when verbatim compiled it will form a sentence. This is then read and memorized by people all over the world and memorizers of the Qur'an is called a hafiz.

Padang Mayor H. Mahyeldi Ansharullah, SP. Dt. Marajo very concerned about the ability to read and memorize the Qur'an for the citizens of the city of Padang. Characterized by digagasnya program that is guaranteed to get in a good college without a test if it is able to memorize the Qur'an. As well as to attend secondary school mayors test requires the ability to read the Quran, and thus every school-age children in the city of Padang is expected to read the Qur'an properly.

The ability to read the Quran had grown to children from an early age, given the importance of behaving in accordance with the guidance of the Quran since childhood. In introducing the Qur'an to children fun approach is required and in accordance with their age. At Taman Pendidikan Al-Qur'an (TPQ) tendency to study the Quran or learning to recognize letters hijaiyah still using conventional methods Juz am'ma and Iqra as media in learning, especially for students ages 4 to 9 years is called with Tamhid grade or age level schools of Early Childhood Education (ECD) to grade 3 elementary school (SD) where pupils (students) are taught by a tutor (cleric) in groups according to their respective capabilities. For Tamhid grade students are still applying the method juz am'ma and iqra.

The difference method juz am'ma with iqra is, juz am'ma method students learn to read by spelling. In this way tend to be monotonous and boring for students. Besides the Quran with how to

spell difficult for students to say the spelling. It raises the lack of seriousness of students in the course. Most students still joke with his friends when the cleric teach lessons. Even still encountered cleric who was forced to use violence, such as pinching or have stood in front of the class as a punishment for students who are not paying attention. Iqra method causes the students do not recognize the name of the letter hijaiyah basis before being given *harakat*, for example the letter Alif method iqra directly readable with "a".

Learning is good for children is playing. A teacher should be able to create a fun learning for its students and increase knowledge, understanding and abilities of students. To improve the ability of students to recognize letters hijaiyah this will require an appropriate teaching methods. A method that is fun for children is by digital methods, one of which is to develop interactive media to recognize the letters hijaiyah attractive and practical for children. The authors therefore wanted to make it happen in a study entitled "Development of Interactive Media Recognize Letter Hijaiyah In Early Santri At Taman Pendidikan Al-Qur'an (TPQ)"

Based on the description of the background of the above problems, the formulation of the problem in this research is How to Develop Interactive media recognize letters hijaiyah practical for students TPQ and in accordance with the development of children aged 4 to 9 years is tahmid grade students?

METHODS

This study was designed to develop a fun, interactive media-based technologies for improving children's ability to recognize letters hijaiyah. To develop the model required in-depth study of the components contained in the interactive media. The study also involving the parties involved in the development of instructional media such as experts, religious teachers or educators and learners or students. Therefore, this study was designed using the research approach or the development of research and development (R & D). According Sukmadinata (2005:167) R & D methods have an idea combines three methods of mutual support for the birth of a model that is a preliminary study, evaluative at this stage of the process of testing the model and experimental at this stage of testing the efficacy of the model.

Sugiyono (2009:407) states that Research and Development is a research method that is used to produce a specific product and test the effectiveness of the product. The same thing also expressed by Borg and Gall (2003:772)

that is the development of research-oriented research to develop and validate the products are used in education. In the development of interactive media is the method used is the method kuantitativ, with a view to measuring the level of the practicalities and the validity of the media developed.

In the test the practicalities of interactive media recognize letters used hijaiyah Research instrument used to collect data in the form of Questionnaire practicalities. Practicalities questionnaire contains questions and revelation about interactive media developed that aims to get feedback, suggestions, and criticisms for improvement interactive media so that the media developed really become practical media used by students early age. The practicalities of questionnaires filled by students with the guidance religious teachers and researchers considering their age who still have trouble understanding the questions that are raised through the practicalities questionnaire.

Data analysis technique used is descriptive quantitative data in the form that describes the practicalities of interactive media recognize letters hijaiyah developed using Macromedia Flash applications. The quantity of data to test the practicalities of the use of interactive media was analyzed by percentage (%), using the following formula.

Data analysis technique used is descriptive qualitative data in the form that describes the validity of quantitative data and describing the practicalities of interactive media recognize letters hijaiyah developed using Macromedia Flash applications. The quantity of data to test the practicalities of the use of interactive media was analyzed by percentage (%).

After the percentage value obtained practicalities, conducted according to criteria modified grouping of Purwanto (2009:102-103) following:

Tabel1. Criteria Practicalities

90% - 100%	Very Practical
80% - 89%	Practical
65% - 79%	Quite Practical
55% - 64%	Less Practical
0 % - 54%	Not Practical

Interactive media is media that has a reciprocal interaction between media with media users (user) so that communicative response occurs between the media and the media itself. According Seels & Glasgow (in Arsyad, 2011:33), there are two senses of "interactive", that interacts with the media (TV, CD player, computer, Internet and Phone), and interacting with other media. The second sense is a higher level of interaction. This level of interaction is a two-way interaction level,

which enables communication adds more value than just interacting with machines

Animation. Multimedia animation is motion the process of formation of various media or objects that varied with effects and filters, transitions movement, voices in harmony with the animated motion. According to Sanjaya (2012:231) "in the development of multimedia animation role can be an integral part of the multimedia itself or merely a supplementary part of the multimedia"

Audio. Audio is one form of intermediate or introductory nonprinting that can be used to convey a message from educators to students in a way played or played directly so that students are able to master certain competencies of the lesson activities. According to Sanjaya, (2012:229), the audio is a medium or material containing a message in the form of auditory (sound tape or disc) which can stimulate the mind and feelings of the listener so that the process of learning

Video. Video is a moving image. In the media, the video covers almost all kinds of media. In this case means the medium of sound and images combined to form the video. Even in video media also sometimes inserted in text form. Type the image produced is also unlike traditional media. In the video, we can see thousands of images varying in very quick time. According to Sanjaya (2012:231), a video or a movie or a video film made of paper pages and images are then rotated so that it appears the effect of a moving image. With the help of a computer or a video movie becomes very easy and fast. By because it is with the reason given in the development of multimedia by using computers, always displaying animation.

Text. Text is a medium to deliver information most easily and quickly. Besides the text was the most media types, easily stored. According to Sanjaya (2012:227), the text is a series of posts that are arranged so as to have significance as information that would be submitted

Multimedia is the use of computers to present and combine text, audio, animation, and video. According to Sanjaya (2012:227) says that "a multimedia learning materials packaging by integrating a wide range of media for students studied in accordance with the objectives to be achieved. There are various kinds of media that can be combined in between text, voice, images, photographs, videos, animations, simulations.

From some of the above definitions contained two important components of multimedia, namely: (a) there should be a computer that coordinates what is seen and

heard, which is interacting with us; (b) there should be a link that connects us with the information.

In Arabic we know hijaiyah namely the letters used in the formation of words in Arabic, as Muslims is very important to know and be good at reading the letter hijaiyah this because when it's able to read the letters hijaiyah is the main capital in order to be able and fluent reading Al-Qura 'an Al-Qura'an because they are composed of letters hijaiyah consisting of 30 letters

RESULTS AND DISCUSSION
Results

Development Research aims to produce a product that fits the needs of the user, easy to use valid and practical. This is an aspect that must be considered in order to obtain a good learning media. With due respect to the researchers developed an interactive media recognize letters hijaiyah to students early age. With the view that adjusted for age characteristics of students as media users.

Through the test results practicalities of interactive media students recognize letters hijaiyah against Baitullah Mushola Wildlife Education Koran found answers vary depending on interest and their interest in the media developed. Overall obtained parktikalitas with practical criteria judged on technical quality media, very parktis assessed on aspects of language and sound and practical expediency assessed on aspects of media. Overall with a rating based on an average every aspect of the importance of the assessment criteria for media literacy intraktif hijaiyah to students early age is "practical" Purwanto (2009:102-103).

The first indicator in the development of media recognize letters hijaiyah to students early age is the technical quality of the media. This indicator has five (5) sub-indicators, namely: (1) Display media interesting and fun, (2) The colors are interesting and appropriate to the character of the children, (3) Media is not boring, (4) Games in the media fun, (5) Learn to recognize letters hijaiyah using interactive media practical and easy.

Based on the findings note that as many as 17 samples provide a response to the media technical quality indicators have value practicalities of 86.47% in the practical category. Sub indicators with the highest number of answers sample was measured using a Likert scale is the indicator to one that is "interesting and enjoyable Media", obtaining the number 60. It consists of 8 students answered Agree (S) and 9 students answered Strongly Agree (SS). While the lowest scores are in sub-indicators into three, namely "Media is not boring". The findings are 2 students who answered disagree (TS), 9 students answered Agree (S) and 6 students answered Strongly Agree (SS). This shows that the media in terms of technical quality media sub

indicator still indicated boring even if the media is fun for the students that in fact are children of an early age, students tamhid class that is the age range of 6-9 years.

Language and Sound

The second indicator in the development of media recognize letters hijaiyah to students early age is the Language and Voice. This indicator has two (2) sub-indicators, namely: (6) The language used is clear and easy to understand, (7) Sound lafadz hijaiyah of the media is clear and easy to follow.

Based on the findings note that as many as 17 samples provide a response in the indicator Language and Sound has a value practicalities of 90.44% in the category very practical. Sub indicators with the highest number of samples the answer is in the sub-indicators to 6 of "The language used is clear and easy to understand", obtain a total score of 64, consisting of four students answered Agree and 13 students answered Strongly Agree (SS). While the lowest scores are in sub-indicators to 7 that "The Voice lafadz hijaiyah of the media is clear and easy to follow" with the number 57. In sub-indicator is found to 7 is 1 students who answered disagree (TS), 7 students answered Agree and 9 students answered Strongly Agree (SS). This indicates that the sub-indicators is sound lafdz hijaiyah letter that is played through the media is good but still there lafadz letters are less obvious and must be repaired.

A third indicator in the development of media recognize letters hijaiyah to students early age is a benefit of the media. This indicator has a 10 (ten) sub-indicators, namely: (1) Using the media inimemebuat I would want to learn letters hijaiyah, (2) Learn how to use this medium to make me better recognize letters hijaiyah, (3) This media can be practiced / can be used at home , (4) Media can help me to learn themselves recognize letters hijaiyah, (5) the media is making me active in learning, (6) Media can train my creative thinking and analyzing, (7) this media can change the role of the teacher / cleric of a teacher to be a facilitator, (8) learning to use this medium speed me understand the material recognize letters hijaiyah, (9) this media can enhance the learning process becomes more effective and interactive, (10) media helps me to be able to read the letter hijaiyah.

Based on the findings note that as many as 17 samples gave the answer, the value of the practicalities of some 89.41% in the practical category. The findings of the sub-indicators by the number of practicality is the lowest in 12 sub-indicators "Media is making me active in learning", with the number of sample answers

58. Consisting of 10 samples were answered Agree (S) and 7 samples answered SS (very Agree), while the highest is the 17 sub-indicators, namely "Media helps me to be able to read the letters hijaiyah" With a total score of 64. the sample answer consists of 4 samples answered Agree (S), and 13 samples answered Strongly Agree (SS). These findings indicate that the interactive media recognize letters helpful hijaiyah used in terms of expediency indicator media

CONCLUSION

After testing at an early age students in TPQ Baitullah Mosque. So based on the observations and the results of the questionnaire responses by the practicalities practicality Interactive Media Know Letter hijaiyah which has been developed indicated that this media is good enough to be used as a tutor for students as well as media for learning at home. The percentage rate of the practicalities of interactive media recognize letters hijaiyah views on aspects of the technical quality of the media is 86.47%, on aspects of language and voice is 90.44%, and the expediency aspect of media is 89.41%. With the practicalities mean is 88.77%, currently on Practical criteria.

According to the ustad who teaches at TPQ that this medium provides a way of learning that has not been used in teaching the letters hijaiyah in TPQ it, and along with the development of information technology and communications, the digitization of learning recognize letters hijaiyah considered to have benefits in improving the ability to know the letters hijaiyah for students ages early. Media still needs a lot of improvements to interactive media can be useful and effective, easy to use and concentrated media learning fun for childhood.

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AN ATTITUDE AND CHARACTER LEARNING DEVELOPMENT BASED ON CURRICULUM 2013 IN SECONDARY SCHOOL

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ABSTRACT

The purpose of this research is to (1) identify the weaknesses of the learning model of attitude and character in the 2013 curriculum in secondary schools (2) develop a conceptual model of attitude and character learning that is able to instill the values of attitudes and characters contained in the content of social studies subject of junior secondary school (JSS) as a refinement of the learning model of attitude of the characters achievement in the curriculum of 2013. The research was conducted by reviewing the curriculum, focus groups discussion with JSS social studies teachers, and tests the application of the learning model of attitudes and characters in JSS. The results of this study showed that (1) scientific learning approach is only able to develop scientific attitudes of students, while sorts of other attitudes very less embedded into the self. (2) The application of the integrated scientific learning approach is able to instill the values of attitudes and characters contained in the content of social studies to the student intact.

Keywords: criticism, improvement, character learning model, 2013 curriculum, and integrated instructional approach.

One of the various aspects of the review that lies behind the development of the curriculum in 2013 is alarming socio-cultural change. The impact of this change, especially at this time, there was revolutionary in all aspects of life in the political, economic, social, cultural, behavioral and other dimensions of life [1]. Examples of socio-cultural changes are marked with Indonesian culture that was once known courteous, polite, gentle, caring for others, high social, and high cooperate shifted into a nation that less social sensitivity, and selfish. There was also rampant corruption, and student brawls occur everywhere. This change also occurs in both the developed and developing countries. Reportedly, the learners United Kingdom for instance, that the impact of science and technology as an increase in harmful behavior, anti-social behavior, indiscipline, under-achievement [14], drunkenness, unsafe sex [13], and the increase in juvenile delinquency in the community. Even the most remote villages and big cities in Indonesia, the symptoms have come to a very disturbing extent, such a fight mass, parents kill her own child, husband kills his wife and vice versa, teen fights, fighting between learners and between schools, rampant corruption, social sensitivity barren and various other cases of moral decadence. These symptoms according to Ahmad Mustafa (criminologist Indonesia University) due to the declining value of social and community life [7]

In connection with this, today's society felt that the implementation of education about values, attitudes and character of the institutions of formal education is very important, and urged increased intensity and quality. Formal education institutions, especially primary education (including JSS) as an official container coaching children and young people is expected to increase its role in shaping the character of learners through increasing the intensity and quality of education on values, attitudes and character. The government welcomed insistence by pouring the main target to be achieved in the curriculum in 2013, namely the formation of attitudes and character of the young generation [3]. The problem though in the 2013 curriculum has set the values of attitude and character become the main target of achieving the goals of education, have chosen learning model really be learning model, when it is applied, capable of achieving these objectives?

Educational experts generally agree on the importance of efforts to increase the intensity and quality of the attitude and character education in formal education. However, there are differences of opinion among them about the approach and mode of education. Associated with the approach, some experts suggest the use of moral education approaches developed in western countries, such as: the approach of cognitive moral development, value analysis approach, and values clarification approach. Others suggest the use of traditional approaches, namely through the planting of certain social values in self-learners. Attitude and character education in the school curriculum in Indonesia, the curriculum in 2013, developed a model of learning with the scientific method approach. Is the scientific method approach is able to achieve the goal of education values, attitudes and character expected? Based on the study of various theories doubt that through the scientific method is able to

achieve the goal of education values, attitudes and character expected. Step-by-step approach to learning that is applied to the scientific method, only able to familiarize learners scientific attitude in learning, namely the process of receiving, searching, collecting, formulate, and report information[4], has not been able to get used to the formation of attitudes as expected by the curriculum 2013, namely "respect and appreciate the teachings of their religion (fist core competence)" and the attitude expected by curriculum 2013, namely "respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual aid), mannered, confident, in interacting effectively with the social and natural environment in the range interaction and existence "(second core competence) [3]. The next question, what can the most appropriate learning approach be implemented in the implementation of the attitude and character education in Indonesia? Looking at the above-mentioned problems the researchers tried to research the development of attitudes and character education approach and its implementation in the attitude and character education for students in the JSS.

Conceptually, attitude and character education is the direct and indirect intervention by various institutions such as the family, religious institutions, and schools that affect developments in values, attitudes and character of a person, including developments in behavior, the ability to think about whether the issues right or wrong, the actual opinion right or wrong that someone hold [9]. He also noted that the formal purpose of education values, attitudes and character should take into account (1) the actual act of someone that contain the situation it was right or wrong. (2) The person's ability to think critically to moral problems, and (3) the opinions of actual moral maintained by the individual [8]. To achieve the goal of values, attitudes and character, experts have proposed various theories about moral education. In this article approaches the value of education, attitude and character will be based on studies and typologies of educational approaches by Superka, et al. (1976) in Huit (2004) He said there are five typologies that inculcation of values education, moral development, analysis, value clarification, and action learning approaches [6].

Inculcation Approach is an approach that gives emphasis on the cultivation of social values in self-learners. Approach to education about values, attitudes and character aims: (1) instill certain values in self-learners; (2) changing social values unwanted learners toward the desired value. A lot of support in

addition to criticism of this approach. Reference [6] says: most educators ... see values as socially or culturally accepted standards or rules of behavior[7]. Children actively incorporate these values into him naturally. While critics of this approach say (1) "believe that values originate in an omnipotent Creator. (2) This approach is seen indoctrination, not in accordance with the development of democratic life[7]. This approach neglecting the children right to freely choose their own value. Human life is different because of differences in time and place. We cannot predict the corresponding value for generations to come. According to the above opinion, every generation has the right to determine their own value. Therefore, the need to be taught to students instead of value, but rather the process, so they can find their own values, in accordance with the place and era.

Moral development approach is an approach to moral development that gives emphasis on the cognitive aspects and development. This approach encourages students to think actively about moral issues and make moral decisions. The educators who adopt a development perspective of moral values and character attitudes believe that moral thinking individual develops in stages through a particular sequence in making a moral judgment of a lower level toward a higher level [5].

Dewey first proposed historically cognitive development approach. He divided the children moral development into three stages (levels) as follows: (1) Stage *premoral* or *preconventional*. In this stage a person's behavior is driven by an urge that is physical or social; (2) Phase "conventional". In this stage, a person begins to accept with little critical value, based on criteria group. (3) Phase "autonomous". In this, stage a person to act or behave in accordance with the mind and judgment to himself, not fully accept his group criteria. While Piaget made a conclusion that, the development of cognitive abilities in children affects their moral considerations.

Value educational purposes according to the moral development of this approach are (1) to help students develop patterns are more complex moral thinking that is based on a series of higher moral values, (2) encourage learners to discuss the reasons why the choices and position their moral values, not only do share with others but also to obtain a change levels of moral values reasons learners.

This approach uses learning methods to provide moral dilemmas discussed in small groups to obtain answers argumentative and relatively structured and do not necessarily have to come to a right or wrong answer. Through the moral argument is what allows children internalize the values of information received. However,

something to keep in mind that for low-grade children of primary school age are still relatively heavy to be invited to think critically and argumentative and moral will is formed through habituation. Reference [13]) states that ... routines shape habits, which in turn establish attitudes[14.]

Analysis approach places emphasis on the development of the learner's ability to think logically and scientific investigations, by analyzing the problems associated with social values. If the comparison between the value analyses approach to cognitive development approach, one important difference between the two that the analysis approach, more emphasis on the discussion of issues that includes social values. The cognitive developmental approach places emphasis on the moral dilemma they are individual. This means that the cognitive development approach and analysis approach have similar patterns of thought, both are just different targets. Therefore, both have advantages and disadvantages of similar applications. Advantages, this approach is able to develop critical thinking, while weakness, this approach is relatively difficult to be applied to the age of the children of low grade.

There are two main objectives of moral education according to this approach, namely (1) helps learners to use a scientific and logical thinking skills in analyzing social issues, which relate to certain moral values; (2) helps learners to use rational thinking and analytical processes, the connection between and formulate the concept of their values.

Values clarification approach is an approach to learning which gives emphasis on the business of helping learners to assess their own feelings and actions, to increase their awareness of their own values. The purpose of education according to the value of this approach, there are three, that is to help learners to be able to (1), be aware of and identify their own values and the values of others; (2) communicate openly and honestly with others, dealing with its own values; (3) using jointly the ability to think rationally and emotional awareness, to understand the feelings, values, and behavior of their own [8]. In accordance with its objectives, this approach will allow the child to analyze the truth-values he had, to be honest with yourself and others and able to think rationally and improving emotional awareness.

This approach contains two main objectives: (1) provide an opportunity for learners to perform moral actions, either individually or jointly, based on their own values; (2) encourage students to see themselves

as individual beings and social beings in association with others, who do not have complete freedom, but as citizens of a society [8]. In addition to applying learning methods applied in the value analysis approach and values clarification, this approach also, implement specific projects at school or in the community, and practice skills in the organization or in connection among [6].

This approach will be able to increase the awareness, willingness to participate in the social life of the community, but not all the values of social studies learning materials can be applied directly. As we know, that each of these approaches has advantages and disadvantages of each. By thus be necessary to develop an approach that contains all the goodness or the integration of the principles of the six theories. Principles of instructional or educational value, attitude and character as follows: (a) does not ignore the rights of the child learners to choose their own value (not indoctrinated); (b) emphasize the process can find the values of their own, according to the place and time; (c) encourage learners to think active, rational, analytical and argumentative in analyzing and making moral decisions; and (d) through moral argumentative, awareness of logical/rational, scientific and moral habituation acts (individual or group) students will internalize the values received.

Based on these principles can be rationally accepted that the value of learning approach, attitude and character of the applied science by integrating a whole repertoire of these theories (character, attitude and values with an integrated learning approach scientific values) would be the most appropriate approach in the implementation of education values, attitudes and characters in Indonesia. This approach will enable the fulfillment of the basic capital of the individual in the learning process both in attitude, knowledge and skills in addition to meet the growing efforts of the noble values of Indonesian culture and philosophy of Pancasila.

Based on the principles of values, attitudes and character learning, the team of researcher's works to develop learning approaches of values, attitudes and character based social studies curriculum material content 2013 for JSS students."

METHODS

This study was designed to (1) identify the weaknesses of the learning model attitude and character in the 2013 curriculum at JSS (2) develop a conceptual model of learning attitude and character that is able to instill the values and attitudes of characters contained in the content junior high social studies as a refinement of the model of learning achievement and attitude of the characters in the curriculum of 2013. After (a) carried out research in the form of a forum group

discussion (FGD) with teachers about the weaknesses of social science learning model attitude and character in the curriculum of 2013 and (b) found tentative models of learning attitude and character, then the model is tested by experts constructive theoretical and empirical values education in the field.

This research is a qualitative descriptive study. Therefore, this study did not use but population utilizing certain social situations (place, actors and activities) that interact synergistically [12]. This is due to the research of this kind is not to generalize the results to the population but to transfer the results of these studies to other places on the social situation which has similarities to the social situation in the cases studied [12]. The social situation is in the form of JSS education institutions, people (teachers and students) and interactive activities. With respect to the type of research that is applied then the sample was drawn purposively, i.e. data sources retrieval techniques with consideration criteria are practitioners of curriculum in 2013, especially social studies teacher and the administrator of secondary school education. Data were collected through focus group discussions, observation and interviews. Data were analyzed by descriptive qualitative and argumentative.

RESULTS AND DISCUSSION

Based on the results of research conducted through interviews and focus group discussions with teachers and social studies in junior secondary education administrator obtained seven the following findings: (1) the process of implementation of learning social science subjects in class implemented according to the guidelines contained in the book of teachers; (2) it is expected that the teacher before making the learning process in the classroom seeing core competencies, basic competencies, learning objective social science subjects, studying the subject matter of social science, and learning approaches and measures of social science learning activities, which are in teacher book; (3) the competency includes four competencies are competencies associated with (a) the vertical relationship - spiritual, (b) horizontal relationship -sosial and nature, (c) the development of knowledge and (d) the development of skills. Competence (a) and (b) referred to the competence of attitude. The contents of the competence of social science subjects JSS level is expressed as follows: respect and appreciate the teachings of their religion (core competencies -1); respect and appreciate the honest behavior, discipline, tang-responsibility, caring (tolerance, mutual aid),

polite, confident, in interacting effectively with the social and natural environment within reach of the association and its existence (core competencies-2); Understanding knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, arts, culture and events related to the phenomenon of the visible (core competencies-3); and tried, processing, and present in the realm of concrete (using, parse, compose, modify, and create) and the realm of the abstract (writing, reading, counting, drawing, and making up) in accordance with the learned in school and other similar sources in the corner view / theory (core competencies-4).

The results of further research obtained the following data (4) competency attitude is key competencies to be achieved in the study subjects. (5) Learning social science subjects should be presented using the scientific method approach, and using the model recommended in Curriculum 2013, the discovery-inquiry-based learning, problem-based learning, and project-based learning. Learning to use the scientific method is a learning approach that is designed so that learners actively construct concepts, laws, or principles through the stages observe, ask, gather information, associate and communicate.

In general, learning to use a scientific approach carried out through the following steps. (a) Learners conduct observations of a phenomenon such as image / video, surrounding environment to identify the things that we want to know from observation. (b) Students formulate questions based on things they want to know the students at the time of observation. (c) Collect data or information with a variety of techniques, such as reading learners books, searching the internet, interviews with speakers or observing in the field. (d) Analyze the data or information obtained from various sources to answer the questions that have been formulated to obtain a conclusion on answers to questions that have been formulated. (e) Communicate conclusions by presenting it to the class, stick to a conclusion on the classroom wall or place that has been provided as a means of learners.

Broadly speaking, the steps in the learning of social science subjects included three major activities, namely: Introduction Activity, Core, and Closing. Here is an example of the learning activities of social science subjects that use the scientific method to the sub-theme: "The quality of Indonesian population and the national movement."

Preliminary activities: (a) Learners with the teachers greet and pray. (b) Learners with the teachers condition / prepare the class. (c) The teacher gives motivation: ask for material that has been studied in previous meetings. (d) Learners receive information topics and learning objectives

of the teacher. (E) The students were divided into several groups, each group consisting of 4-5 people.

Core activities, consisting of activity: *Observing,* namely: (i) Learners are asked to observe the image 26 dioramas Youth Pledge. (ii) Based on observations diorama image Youth Congress, students were asked for discussing in groups and write down the things you want to know from observation. Example: What is the Youth Pledge, why should there oath youth, how the meaning of the oath of youth, and so on. (iii) Learners are encouraged to select whether the things they want to know is in conformity with the purpose of learning, if not, learners are asked to fix. (iv) If the things they want to know not all include learning objectives, then the teacher can add things that are related to the learning objectives.

Asking, namely (i) Learners are required to discuss in groups to formulate questions based on things they want to know from the observation map of the distribution of agricultural products in Indonesia. Questions directed to the substantive matters related to the learning objectives. Example: why emerging Indonesian national movement? What are factors underlying the Indonesian national movement? How does the Indonesian national movement take place? Why appear Youth Pledge? How is the significance of the oath of youth for Indonesian independence movement? (ii) One of the representative groups of students were asked for write the formulation of questions on the board. (iii) Students are required to discuss with the group to answer the questions according to what is known.

Collecting: students were asked to collect information/data to answer questions that have been formulated from a variety of sources, such as: reading learners books, search the internet or reading a book in the library.

Reasoning, namely, (i) Learners are required to process and analyze the data or information that has been gathered from various sources to answer questions that have been formulated (complete provisional answers that have been formulated in the group). (ii) Students are asked for discussing in groups to draw conclusions from the answers to the questions that have been formulated.

Communicating, namely: (i) Students in the group were asked to present the results of the conclusion of the answers to questions that have been formulated. (ii) The other group was asked for giving a response to the presentation of the results of the group conclusions. (iii) Learners with the teachers take the conclusion in answer to the question.

Closing activities: (a) Learners are asked for reflecting on the learning process associated with the mastery of materials, approaches and learning model used. (b) Learners are given the message about values and morals. (c) Learners are given the task to enhance the results of the report group discussion about the answers to questions that have been formulated to be collected to teachers. (d) Learners are given the task for reading material in the next sub-themes.

Based on the experience of implementing the curriculum in 2013, when the FGDs were conducted, the social studies teacher said that in learning activities in the book is directed to the teacher asks students move explore, discover and develop the concept of knowledge and practice skills to communicate the concept of knowledge is found. While the execution of assessment, teachers were asked to assess all aspects of learning outcomes, namely spiritual attitudes, social, knowledge and skills. Recognized that through the implementation of a scientific approach will have impact on growing the social attitude is the attitude of responsibility and cooperation. However, the attitude of responsibility and cooperation to grow in self-learners only responsibility and cooperation in exploring and preparing knowledge, not the attitude of responsibility and cooperation as a whole as a social being. Though the core competencies expected attitude is (a) respect and appreciate the teachings of their religion; (b) respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual aid), polite, confident, to interact effectively with the social and natural environment within reach of the association and its existence. As a conclusion, they state that the expected characteristics of the scientific approach applied in the learning process of social science subjects will only be able to nurture and inculcate values or scientific attitude, not able to inculcate in full as expected in the core competencies.

Based on the experience delivered by the teacher when the FGD, it was found that there is a discrepancy between the contents of the learning competencies that will be implemented to achieve the expected core competencies with competencies that would be achieved. In the core competencies, disclosed that attitude achievement (both spiritual attitudes and social attitudes) became the main target would be achieved in the learning process, while learning activities with scientific approach only emphasizes the attainment of knowledge and skills. In the learning activity, students are not given the opportunity to explore, understand, and reason as well as how to apply the values contained in the subjects into everyday life. Because the learning process students are not given the opportunity to explore, understand, and make sense

of the values contained in the subject matter being studied and sought how the application of values in everyday life, it can be understood that the scientific approach as a model of social studies learning approach is not much help instill the values of the contents of social studies into self-learners. Applying scientific approach will only help the planting of values into attitudes and character of students is limited to the planting of values/scientific attitude. The attitude of responsibility, honesty and cooperation grows well only be a responsible attitude, honesty and cooperation in scientific situation. While the values contained in the content of other subjects are less embedded into self-learners. Other values embedded into self-learners happened accidentally or just a side effect of the activity of the learning process that is not intentionally pursued by the teacher. This happens because in the process of implementation of the scientific approach to learning with only familiarize learners behave scientifically in acquiring knowledge and skills. While extracting, understanding, reasoning and application of the existing value in the content is not done. This is based on the premise that attitude or character and only be embedded into one's self through the process of understanding, reasoning, and a sense of usefulness of the values learned. Sense of usefulness on these values make a person grow willingness to apply back repeatedly over the value he received. This repetitiveness then becomes a habit. This habit will grow the longer the energy in one's self in the situation becomes more and more there is something missing if they are not doing it. Conditions as it is called have become a character in a person. While the learning process with the existing scientific approach in teacher book, not seen giving instructions to the teacher to guide the learners to explore, understand, reason why it is said the values correctly, it should be done, maintained in everyday life.

In connection with these findings, then in the next FGD event, FGD participants tried to draft an integrated scientific instructional approach in the implementation of learning social science subjects. Integrative scientific approach is meant learning activities that not only develop a scientific attitude of learners in exploring, analyzing, organizing and communicating concepts learned knowledge, but also to explore and analyze the values contained in the lesson is being learned and how the application of the values that in everyday life at school, family and society.

In general, learning steps with an integrated scientific instructional approach is as follows.
Preliminary activities: (a) Students and teachers say hello, (b) The teacher recalls the concepts previously learned; (c) The teacher presents topics and learning objectives to be studied.
Core Activities:(a) Students make observations on a phenomenon that an image/video, neighborhoods to identify the things that we want to know from observation; (b) Students formulate questions based on things they want to know at the time of observation. These questions include questions related knowledge, skills, and values that want excavated from the contents of the subjects to be studied; (c) Learners collect data or information to construct the concept of knowledge, skills and values and attitudes that can be learned from the content of the lesson material resources through a variety of techniques; (d) Learners to reason with activities (1) analyze and conclude the data or information collected to construct knowledge and develop skills; (2) explore and discuss the values contained in the subject matter rationally why the values that need to be understood, implemented, maintained, and used as a handle to behave as individuals, groups and in public life; (3) developing a joint activity is a manifestation of values is reasonably acceptable; (e) Communicate conclusions by presenting it to the class (good conclusions about the concept of knowledge, skills development as well as implementation and preservation of the values obtained in daily life.
Closing Activities (a) Students are required to improve the understanding of the material that has been studied through a variety of learning resources; (b) Learners are given moral messages, encouragement to apply the design activities have been made; (c) Prayer together as gratitude for the grace of God the almighty one.
Follow-up activities
Recalled and monitored along with the learners to the application of the values that have been studied in daily life.

Furthermore, FGD (social science teachers) applied the learning approaches that have been agreed. The results showed that learners much faster growing spiritual attitudes, social attitudes (honest, discipline, tang-responsibility, caring, tolerance, cooperation), polite, confident, in interacting effectively with the social and natural environment in comparison with the application of scientific approach teacher in the book. This happens because the learning values and attitudes or character-based integrative scientific approach, learners are deliberately invited to explore, understand, make sense of the values contained in the subject matter being studied. Digging experience, understand and make sense of values that exist in the content of learning material makes

learners become totally accept or logical reason why such values that need to be viewed, copied and applied in society. This awareness makes students feel happy and want to maintain those values. In other words, this awareness makes the values embedded into itself or into the attitude and character of students. This is in line with the opinion of the Dharma Kusuma, Cepi Triatna and Johar Permana, that the logic and rationality that is the important measure to produces a rich person's decisions [5]. Someone will do and do it steady when everything done rationally acceptable. Examples of behavior can be easily accepted if anything; it has a sense of acceptance. Something that is accepted by the mind will develop in a person into something that is felt to be liked or disliked by her feelings. Something like will be a value that is a tendency attitude that encourages you to do and will even try to defend and fight for it. Reference [11] also said that the attitude contains cognition, feelings and behavior tendency to act on an object. Cognitive influence positive or negative feelings and feelings affect the tendency to act[21]. Affective-cognitive consistency theory suggests that the affective component of the attitude of the system may be changed by first changing the cognitive component through providing new information [10].

Individual attitudes toward an object depends on the information obtained from an object is perceived as positive or negative. Changes in individual cognition of an object will tend to result in changes in feelings and tendencies toward an object. Thus, the rational acceptability of information is considered as a positive or negative will affect the propensity to act on that object. In other words, the acceptance of information from the subject matter in the form of the values that have been analyzed rationally why it needs to be done, what are the benefits, how to do it by the individual concerned will strengthen the tendency to act or attitude towards these values. Decisions of the object to do something or not, maintained or not is determined by the rationality of the acceptability of an object. Decisions on the outcomes of learning something of value to be done or not, maintained or not is determined by the rationality of acceptance into a value that has been studied as something that is rational or not. If the value that has been received because of thinking rationally, perceived goodness and usefulness in life, done repeatedly over time it will become an ingrained habit. An ingrained habit has become a cultural meaning in life or has become a character in his life. Thus the

development of character through the learning process will be formed, when the learning process is done through an activity that makes learners become aware of what the nature of the study, what the values contained therein, where the values need to be emulated, why is the value that needs to be replicated and maintained, practiced in daily life repeatedly.

Ref (12) states that ... routines shape habits, which in turn establish attitudes. Ref [11] asserts that something good is seen to be done, and done repeatedly will become entrenched customs and or internalized in him, so that they feel reluctant and felt there was something missing when abandon, and feel the need to preserve and maintain the value. That is something that is obtained from the study of an individual will be a character in itself, if practiced in daily life continuously

CONCLUTION AND SUGGESTION
Conclusion
The results of this study showed that (1) scientific learning approach is only able to develop scientific attitudes of students, while sorts of other attitudes very less embedded into the self. (2) The application of the integrated scientific learning approach is able to instill the values of attitudes and characters contained in the content of social studies to the student intact.

Suggestion

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THE ROLE OF CHARACTER EDUCATION IN DEVELOPING STUDENTS' BEHAVIOR

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ABSTRACT

Character education is a fundamental which needs to be reinforced since the early age among the people of Indonesia in order to prevent character degradation. As a nation that holds eastern culture with holistic living order, the people of Indonesia should defend themselves from the degradation of character. Character education is a continuous and endless process as a part in preparing the generation which represents the people of Indonesia, based on the philosophy and cultural-religious values of Indonesia. The position of character education is higher than moral education, since character education not only deals with right or wrong, but also how to internalize the habits on doing goods in daily live, so that the students would have high awareness, sensitivity, understanding, care, and commitment to implement it in everyday live.

Keywords: character, education, students', behavior

National education holds a noble aim for the students: developing an individual who has knowledge, improving student's technical skills, developing firm personality, and establishing a strong character. According to the laws Number 20 year of 2003 about National Education System, national education is aimed to develop students' potency to be a faithful and pious person to the God, has good character, healthy, full of knowledge, skillful, creative, independent, and become a democratic and responsible citizen. Various changes in the education system in Indonesia alongside the changes in curriculum is a part of character building which is presented in the learning from the early age to the university level.

The current problem is that the people lose their trust towards the government so that a small problem becomes bigger, which results to the unnecessary conflicts. Declaration of Nation's Culture and Character Education which was established in 2010 by the government as a national movement, became a basis for the nations that character education is highly needed. It was because there were many arrogant actions caused by unnecessary small problems. Some arrogant actions of the university students described the degradation of the nations' supreme values which had been known that Indonesians are respectful, well-mannered, and cooperative. The degradation of the character is marked by the existence of dishonesty, injustice, ill-manner, anti-sociability, and the disappearance of togetherness in many aspects of life.Based on those phenomena, the government establish the importance of character education, especially the character of university students. The effort to re-build the nations' character is by improving education system which emphasizes on character education. Character education is essential for the university students since they are the idealist generation with lots of strength and potency.

DEFINITIONS

Education is a process that an individual go through in order to be a better person according to their human potency. Its important role is to characterized human character.

In Indonesia, education hold these following functions: developing people's competence and shaping their character to achieve the nations with prestige and highly educated; developing students' potency to be faithful and pious to the God, has good character, healthy, full of knowledge, skillful, creative, independent, and become a democratic and responsible citizen (Laws Number 20 year of 2003 about National Education). The position of character education is higher than moral education, since character education not only deals with right or wrong, but also how to internalize the habits on doing goods in daily live, so that the students would have high awareness, sensitivity, understanding, care, and commitment to implement it in everyday live. In other words, character is the nature of an individual to response situation with moral, in which a person acts in a well manner, honest, responsible, respectful to others, and so on. It is in line with Aristoteles' idea that character is highly related to habitual activity. Character is inherent aspect of an individual which is very unique that it could differ from one person to another. Consequently, the character is closely related to an individual's personality. Though each

person's character is unique and different, there is general character which represents particular group of people, called nation's character. Since character is related to personality, a person is called a person of character if his actions represent proper ethics and moral. The habit of doing good deeds does not guarantee that a person respect the importance of character values. It could happen because the good deeds are due to some pressures and feelings of beingintimidated. In this case, character education not only includes knowing the good, but also desiring the good, or loving the good and acting the good. Megawangi, the initiator of character education in Indonesia, arranged pillars of good character which should be the basis for character education in the school or outside the school. The pillars are stated as follows: 1) love to the God and the rightness, 2) responsible, discipline, and independent, 3) trusted, 4) respectful and well mannered, 5) affectionate, caring, and cooperative, 6) confident, creative, and persistent, 7) fair and possess leadership spirit, tolerant and loving peace.

Character education in Indonesia has been taking place for a long time, before Indonesia declared its independence day. Ki Hajar Dewantara as the Hero of National Education internalize character education as the basis of Taman Siswa in 1922 with these following principles: 1) someone's rights to organize themselves to promote unity in everyday live, 2) teaching means educating the children so that their spirit, mind, and energy are freed, 3) education should be in harmony with life, 4) the culture in accordance with the nature of life should be able to provide peace of life, 5) we need to work according to our capability, 6) we need to be independent, 7) we should give service to the students

Dewantara perceived education as a process of empowering people with relevant competence so that they have competence to survive in their lives and they could achieve tranquility, comfort, and happiness of their physic and mind.

Character education is a system of internalizing character values towards the students which include: awareness, understanding, care, and commitment to implement those values for God, themselves, others, their environment, and the whole society, so that and individual would be a complete person according to their nature.

Furthermore, character education is aimed to improve the quality of the process and the result of education which lead to character building and the personality of the students, according to the standard of competence.

Through character education, the students are expected to independently improve and utilize their knowledge and internalize character values.

In general, character education emphasizes on the good examples, environment-shaping, and habit-forming through knowledge works and conducive activities. The existence of conducive environment is essential to shape the students' character.

The indicator of the success of character education in the school could be identified by these following behavior in everyday life: 1) awareness, 2) honesty, 3) sincerity, 4) simplicity, 5) independence, 6) care, 7) the freedom of actions, 8) carefulness, 9) commitment

In regards to the development of character and personality among university students, the following are the stages of systematic and continuous program for character education in the universities: 1) The first stage, from the first semester to the third semester is learning to find the students' true self. It teaches the students to find their true self with both of strengths and weaknesses. 2) The second stage, from the fourth semester to the sixth semester, the guidance to shape students' creativity and innovation. The learning process is developed to prepare and create a condition in which the students' creativity and innovation are improved and the students could actively participate in learning activities and studentsactivities. 3) The third stage, from the seventh semester to the eighth semester is the stage which develops the spirit of entrepreneurship, leadership, and management among students. In this stage, the character building focuses on the training of leadership, communication, and argumentation skills.This is the last stage of character education in the university.

The capacity of an individual could be determined by the accumulation of two functions: hard skills and soft skills. Character building is a part soft skills. Strong competence without good character could be categorized as a weakness. A person with fair competence with strong character could be categorized that he has great potency.

Character building for young generation is an important matter for a nation that it could determine the future of the nation. However, the globalization era has put young generation in Indonesia in the middle of the great flow of information and technology. As a result, the western values could directly and indirectly influence them.

Character building for young generation should be seriously carried out by the fact that young generation has important roles to build the nation. According to Hatta Rajasa in

www.sek.neg.com, the functions of young generation in the nation's character building are: 1) Young generation as character builder. They should build positive character of the nation, such as improving and preserving positive character for the independence of the nation according to Pancasila, so that the nation could stand firmly in the middle of globalization. 2) Young generation as character enabler. The function is to empower the character continuously, by becoming role model of character building for the sake of the nation's future. 3) Young generation as character engineer. Young generation should be the lead of the nation's competitiveness. They should learn continuously so that the nation could adapt to the advancement in the world.

In the universities, character building relies not only on the students, but also on all of the academic parties, including the lecturers. The good lecturers would be the good example for the students.

THE IMPORTANCE OF CHARACTER EDUCATION IN THE UNIVERSITIES

Specifically, Indonesian government through the national policy on the nation's character building, emphasizes the importance of character education for the nation because of these reasons: (1) disorientation and lack of comprehension on the values of Pancasila; (2) the limitation of policy units to bring the values of Pancasila into reality; (3) the shift of ethics in the middle of living in the nation; (4) the decreasing awareness towards the values of nation's culture; the threat of disintegration; and (5) the debilitation of nation's independence (The Main Book of National Policy on Nation's Character Building 2010-2025, cited in Siswanto 2011). Laws Number 20 year of 2003 about National Education System stated the functions and the aims of national education. The functions of national education are developing the competence, shaping the character, and forming noble civilization to educate the nations. The aims are developing the potency of the students to become a citizen with good manner, healthy, full of knowledge, skillful, creative, independent, democratic, and responsible. The Government Regulation Number 17 year of 2010 section 84 verse 2 stated that the universities set the aims to shape a student who is faithful and pious to the God, well-mannered, healthy, full of knowledge, skillful, critical, creative, innovative, independent, confident, having entrepreneurship spirit, tolerant, having social and environmental sensibility, democratic, and responsible.

Based on the Laws of National Education System year of 2003 and Government Regulation Number 17 year of 2010 above, it is clear that the government provides concrete supports for character education. The success of an education institution relies not only on the mastery of the knowledge, but also the character building for the students. Therefore, character building is essential for the level of elementary school until at the universities. However, the implementation of character building is still stuck at the level of elementary and secondary schools. It has not reached the university levels.

The important thing is that we could not neglect the character building in the universities by perceiving that the character has been built when the students were at the schools, that the character building is the responsibility of the parents and the education institution below the universities, and that it is a huge demand to provide graduates that fit the needs of the market. As an institution that creates human resources who would support the quality of the human resources in Indonesia, the universities hold the responsibilities from the Laws of National Education System year of 2003 and Government Regulation Number 17 year of 2010 about higher education. The data from the index of human empowerment or human resources, in 2011, the position of Indonesia was below Malaysia (61), Singapura (26), and Brunei Darussalam (33) (cited from neraca.co.id on 17 April 2012). In addition to that, the degradation of moral in this country makes the effort of the nation to become a noble society becomes more difficult. Character education at the university level would be a complement to rebuild and reshape the character, because character is dynamic, it could be in a better state, or it could be worse by the influence of the surrounding.

Moreover, the absence of coordination on which character that will be built in the elementary level and secondary level makes the universities as the final education institution to complete the puzzle of students' character to become complete and firm. As a result,the graduates of the universities would possess both good knowledge and character so that they could perform as a good citizen with their own specialties.

Therefore, if the universities do not arrange character education program but integrate it in the existed standard of curriculum, they need to examine the contents of the course on character development and bring it back to the character building based on the Laws of National Education System.

THE ORGANIZATION OF CHARACTER LEARNING

In order to achieve optimum character learning, it should be properly organized and

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managed. There are five aspects related to the organization in the implementation of character education: First, the Implementation of Learning. Character learning should be adjusted to the needs and characteristics of the students. Therefore, the principles and procedures of character learning should be the basis that should be understood by the lecturers, teachers, facilitators, principles, school supervisors, and the educational personnel in the education institution. In accordance to that matter, character learning should consider the following: 1) integrating character values in every learning activity and the society environment around the education institution, 2) identifying the character which suits the needs and the problems of the students, 3) developing indicator for each character so that it would be relevant to the development and needs of the students, 4) arranging clear structure of organization and job mechanism and establishing cooperation among facilitators and other educational personnel to build the students' character, 5) recruiting educational personnel who possess knowledge, skills, and manner based on their roles and functions, 6) completing adequate structure and infrastructure for learning, such as libraries, laboratories, center of learning resources, technical and administrative tools, and adequate classrooms, 7) evaluating learning programs periodically and continuously to identify the effectiveness of character building.

Second, training programs on the expertise, manner, personality, competence, and skills are essential to achieve successful character education in the schools. It is because it is related to the job description that would be carried out by each educational personnel.

Third, The optimal utilization of environment and human resources. The cooperation between the facilitators and educational personnel to utilize the physical and social environment is needed to obtain qualified character education.

Fourth, the development of school policies. The clear and good policies would provide the fluency and ease in implementing character education, such as: 1) programming the changes of curriculum, 2) planning the operational cost for character education, 3) improving the quality of the teachers and facilitators so that they could work professionally, 4) providing adequate structure and infrastructure for learning activities and character building, 5) establishing cooperation with related parties in terms of character education.

Sixth, the limitations of character education are classified as follows: 1) Character education asks for critical awareness towards the students, in which this needs a long time to build their character more than conventional education. 2) Character education demands skillful and professional educational personnel. It is because they should create conducive environment to support the success of character education. 3) The success of character education in the school is highly supported by the educational structure and infrastructure. 4) The false justification to the students would hinder the implementation of character education in the school. 5) Giving good examples to the students should be used as a school agenda in terms of character education.

CHARACTER EDUCATION AT THE UNIVERSITIES

The world of education holds great responsibility towards the development of young generation and the emerging of destructive, anarchy, and radical behavior. Based on these facts, the whole educational stakeholders should provide more attention and guidance towards the students in order to shape their mind and behavior according to the laws and regulation. The educational personnel are responsible to build the character of their students.

It is wrong if the educators stop the character education at the high school level. There are lots of university students with low level of confidence and they would like to seek for their true self, unfortunately, they stumble into negative deeds. The high level of lecturers' trust towards the students that they could manage themselves is often being misused. Those two matters are being the main reason of the importance of lecturers' guidance to the students. Character education is crucially important at the university level in order to strengthen the mental of the young generation so that they would have good character alongside the high spirit of patriotism and nationalism. The universities as the higher level of education are responsible for its participation in nation's character building. Educators in the universities are professional educators and expertise whose main roles are to transfer, develop, and spread the knowledge, technology, and arts through education, research, and community service (Three Dedication of Higher Education). The educators in the universities are the teachers, educators, and trainers who develop students' cognitive, affective, and psychomotor aspects. Those aspects are the entrance for the implementation of character education at the universities in Indonesia.

Character-based education would be a national movement starting from the academic year of 2011/2012. It begins from the early age

education until the universities, including formal and non-formal education. It was stated by the Minister of Education, Mohammad Nuh, in his written speech on the National Education Day, 2 May 2011. Furthermore, he explained that character-based education is absolute with all of its variation and dimension.

Character development at the university level consists of three stages: 1) Early Stage. The development of the character emphasizes on the awareness of status-changing from the students to university students which have a set of consequences and responsibilities. 2) Middle Stage. This stage emphasizes on the process of learning independently, trains the university students to socialize with others and develop their sensibility. 3) Final Stage. At this stage, the process of character development is more focused on the quality of the graduates.

Based on the Laws of National Education System year of 2003 and Government Regulation Number 17 year of 2010 above, it is clear that the government provides concrete supports for character education. The success of an education institution relies not only on the mastery of the knowledge, but also the character building for the students. Therefore, character building is essential for the level of elementary school until at the universities.

CONCLUSIONS

Character education makes somebody realizes not only their obligation and how to take their stand among various problems, but also teaches to face their life with awareness, sensitive to the values of sociability, and responsible for their actions. Character education needs to be implemented as continuous education from secondary education and is an exact choice to strengthen the nation's character. The universities are expected to create the students with integrity, honesty, creativity, and productivity. The education which could improve the nation's intelligence and character-based, is expected to be the pillar of the nation's renaissance.

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LEARNING METHOD BASED ON LOCAL WISDOM FOR LANGUAGE LEARNING JAVANESE

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ABSTRACT

The success of learning process is determined by the use of learning method, that teacher's used to explain the materials. A good learning method is when that method can make the student know the competition materials easily, so they can reach the goal of learning. The instructional purposes of Javanese language learning not only practice language skills, but also embed the sense of belonging with Javanese language and culture. One of the other way, to reach that point teachers can use learning method based on Javanese local wisdom. This matter can be done with developing the existing learning method (like jigsaw, NHT, make a match, TGT, etc.) then combine with some elements of Javanese local wisdom. Such as, jigsaw learning method combines with wayang. The aims of the Javanese local wisdom elements integrated on learning methods are for embed-knowing Javanese local wisdom to the students. Considering of phenomena, in this time most of the young generation who already eroded the sense of belonging with their own culture, especially the Javanese culture. By applying learning method based on local wisdom Javanese indirectly can be used for re-actualizing knowledge of Javanese culture.

Keywords: learning method, local wisdom, Javanese language and culture

A learning process, incidentally involve multiple devices, both physical and non-physical in the learning process. Things such as teachers, students, classroom facilities, media, and learning aids are physically present in the learning process. The other elements, that non-physical which also contribute to the learning process include curriculum, regulations, strategies, approaches, and methods used by teachers. In addition, cultural and social environment around has an impact that could be considered significant. And in fact, a factor that often makes a distinct learning from one and another is the social and cultural elements underlying the teaching and learning activities.

In presenting a lesson, teachers should pay attention to the non-physical component, such as teaching methods and approaches used in presenting the material. In essence, not all learning methods can be used to achieve specific learning goals. Of course, be adapted with the characteristics of learners, learning materials, and the environmental context in which learning takes place (Yaumi, 2015:190). Referring to the explanation above, it can be said that there are many considerations in choosing teaching methods on learning process. Included also contextualized of learning environment unit.

Language learning as revealed by Haryadi, Musfiroh, and Endraswara focuses on cognitive abilities in two major domains, that are actively receptive and active productive that includes sub-cognitive, cognitive, and communicative abilities (2015: 23).

Furthermore, the teaching of the Javanese language that refers to the East Java Governor Regulation Number. 19, 2014, shall be taught starting from the level of Elementary School (SD / MI) to High School (SMA / SMK). Furthermore, it is mentioned that the local content of learning the local language –in this context is the Javanese language– directed so that students have the ability and skills to communicate using the language properly and correctly, both orally and in writing, and to develop an appreciation of literature and local culture. Thus, the main purpose of learning the Javanese language, in addition to developing student's language skills also have to integrate material on culture in it. Specifically, it would be able to build a love and belonging of Javanese culture. So that the students know the elements that exist in Javanese culture even able to preserve Javanese culture. If this point can be achieved, there will be a good cultural regeneration that will make a culture still exist.

Planting the knowledge about a culture cannot be removed with an understanding of the cultural components that are involved in it. Kluckhohn (in Setyawan, 2016:14) outlines the Universal Categories of Culture or Seven Elements of Culture that are universal, such as: 1) Equipment and supplies human life (clothing, housing, tools, household, weapons, means of production, transport, etc.); 2) livelihood and economic systems (agriculture, animal husbandry, production systems, distribution systems, and so on); 3) the social system (kinship systems, political organization, the legal system, the system of marriage); 4) languages (both oral and written); 5) arts (art, sound art, the

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art of movement, and so on); 6) the knowledge system; and 7) religion (belief system). All are the product of a culture that shapes and different variety each area, or hereinafter referred to as local wisdom.

Local wisdom is a form of cultural specificity which only found in certain area. This refers to the word "local", which refers only to a particular region or certain area. Local wisdom is the local knowledge that is so integrated with the system of beliefs, norms, and culture and express in the traditions and myths espoused in the long term, (Rusilowati, 2015:43). Further explained that the form of local wisdom can be a tradition (which is reflected in the values prevailing in a particular society), physical objects (such as buildings of heritage, traditional houses, traditional weapons, etc.), can also be reflected in an act or behaviour routine performed by a society as a manifestation of the views of life and belief espoused.

In Javanese culture, a form of local wisdom is very diverse, ranging from the form values and way of life, as stated in *sesanti, paribasan, wewaler, myths,* and *gugon-tuhon* already contained in the pattern of the Javanese communities who still adhere to the teachings of the ancestors. Not only that point, forms of the Javanese community work like artwork, excellent craftsmanship, architecture, art and literature are many and varied. Javanese cultural products, today more and more are not known by the Javanese communities, especially the younger generation. Terms such as *Wayang, Sesanti, Tembang Dolanan, Tembang Macapat,* is seems to be a foreign term. This phenomenon occurred because they –young generation– are more familiar with the terms that originated the term culture from the outside. This fact cannot be denied as a result of technological developments and rapid information, and is not accompanied by self-control and filter based on principles and ideology of Javanese culture.

Another underlying factor disintegrates cultural phenomenon in the younger generation is less intensive education on insight into the local culture. Either in the family environment or in the school environment influences. Though both of the environments are determine the developing mind-set and character of the child, especially in adolescence. Therefore, the need for intensification of educational and cultural character that refers to the cultural local wisdom in the formal school environment. To embed and deliver material relating to local culture, the teacher must have a strategy that is appropriate so that the results obtained are truly significant. Thus, students or incidentally young

generation have a comprehensive understanding about Javanese culture, not only partial but also temporary.

A professional teacher should be able to package a learning becomes fun and improve student interest. Teachers like the view Nurhasanah, Wurianto, and Arifin (2014:268) should be able to create an atmosphere of learning attractive and fun so that students are willing to learn well from guidance and direction in accordance teachers. Furthermore, they explained that the existence of a learning media will be able to teachers in presenting the material and students more easily understand the material that was submitted. To that end, the need for better collaboration between the selection of learning methods and learning media are used, even if the teacher can bringing the eminent props to support a subject matter.

DISCUSSION
Concept Learning Method, Learning Media, and the Teaching Props

The learning method is definitively a tool or method used by the teacher in delivering a learning material in the classroom. Reinforced by the opinions Ngalimun, who defining the methods as ways of presenting learning process to the learner for achieve its intended purpose, (2014: 9). Learning methods also function in helping to package a learning process of learning becomes more effective and does not seem monotonous. For example, if the teacher explained simply by using the lecture method without involving students in discussions, the learning environment becomes ineffective. Learning will take place only in one direction, than did students become bored because they do not seem to be involved in the learning process. In contrast to when using the method of discussion, the students will be impressed enthusiastic in participating in learning because they feel included. Moreover, given the problems that must be solved as if the ability to make students feel valued and given the way to reveal their creativity in solving the problems independently together with their peers. In the end, the students gain an understanding of the concept and the material being studied.

Learning methods are varied, it also gives the spirit of learning to the students. Because each meeting they will surely wonder what methods will be used by teachers, so that student's interest and enthusiasm of each meeting remains consistent. Learning method is more effective when combined with the use of learning media and teaching props. Good learning media will be able to stimulate the interest of learners by engaging their senses. Good learning media not only deliver the material, but also to be able to excite the imagination, interest in

learning, and bring students into a learning fun and exciting.

Not only refers to the above functions, the presence of media can be used to clarify information, increase effectiveness and efficiency, increase the variety of learning, and provide a wider horizon than what the teacher without the media, (Haryadi, Musfiroh, and Endraswara, 2015: 23). In addition, the media can also provide long-term knowledge to students. Regarding the media, many people equate with the teaching props. The second term is almost the same, because it refers to a device or object. However, in truth the two terms are different. The difference between these is a function, not on the substance or the object itself. Something called the props when it functions only as a tool only, and is called when the media is an integral part of all learning activities, and no division of responsibility between teachers on the one hand and the media on the other hand, (read: Anitah, 2012). Apart from that perspective, both media and props essence in learning have the same position, which can equally be used to help assist present the material to students.

Method of Learning, Learning Media, and Teaching Props Based on Local Wisdom

In teaching methods, teachers may use more than one method in a learning process. For example, a teacher in a learning process using lecture and discussion method, which is packed into a jigsaw cooperative learning model for teach the material. This is fine, as long as the selection of proper methods and in accordance with the learning material is taught, and can facilitate the students understand the material. Once I emphasize, that the teacher's skills in choosing teaching methods determine the success or failure of a lesson. It including in choosing and using the media as well as props.

Learning the Java language, as already disclosed in the previous discussion has the ultimate goal is not only to develop student's language skills but also develop values that in line with Javanese culture. This of course should be a good teacher attention in selecting methods, media, and props are used. Teachers not necessarily used methods and media that are already common, but also have to be adjusted to the rules and norms of Javanese culture. Or it could be said, the selection of methods and media to be innovative, but not to leave the elements of local culture. Refer to that point, the need for integration of the forms of local wisdom in the Javanese culture methods, media, and learning aids.

Integrating form of local wisdom of Javanese culture does not change the essence of the method already, but are modified so as to create a learning method that contains elements of local wisdom of Javanese culture. On the media selection and props of course can use the products of Javanese culture, such as the use of *wayang, gamelan,* or even teachers can develop media and props from the original products of Javanese culture. This concept is called by Zuriah (2014:176) with etnopedagogi term, which is a notion that looked at elements of knowledge or local knowledge as a source of innovation and skills that can be empowered for the welfare of society. To be able to give a concrete outlook on methods and instructional media based on local wisdom, following the author will give a few examples of learning methods that have been packed with local knowledge.

Wayang Jigsaw Learning Method

Type of jigsaw cooperative learning methods are well-known in academic circles, be it teachers, lectures, and students. Jigsaw is a teaching-learning method with syntax as follows, providing information materials, create a heterogeneous group, then each student assigned to discuss a specific field, create a group of experts, exchange information, and then back to the early groups to convey the material obtained from the expert group, conclusion and concludes with an evaluation and reflection by teachers, (Ngalimun, 2014:169). The procedure is the activity in the learning process using the jigsaw. If we are going to develop a model based on local wisdom jigsaw (*Wayang* Jigsaw) learning procedure will not be changed, but modified by incorporating elements of *wayang* in it. Of course in this case need some tolls for props such as a doll or puppet characters image.

The steps of teaching-learning process use puppet jigsaw method are as follows: (1) participants were given materials and guidance before then divided into heterogeneous groups, (2) each group was assigned to discuss a particular matter, was also given a *wayang* characters with the information engaged with the puppet characters, such as his name, his kingdom, how nature and character, as well as some other information. Keep in mind the *wayang* characters of each group must be different, (3) once students find information on the matter mandated by the teacher. Students then spread into the expert group to the concept of information exchange activities of the group came from, (4) before expressing the concept given by the teacher, each student assigned to describe the *wayang* characters according to pictures taken in each group in turn each group of experts. Continued discussion and convey to each other about the concept of information from the teacher, (5) furthermore, after finishing the discussion in expert

groups of students back to the original group and convey the concept of what is obtained from the expert group. Of course also conveys a description of the *wayang* characters from each group.

Wayang jigsaw activity, but used to convey the specific learning materials are also used as the integration of knowledge on *wayang* characters to students. This is because the existence of *wayang* (both characters and story) among the younger generation have started extinct, they prefer to see modern performances (modern dance, movies, concerts) than watching *wayang* show that in fact containing many moral values. Furthermore, this method can also be used to develop the nature and character of students, because by knowing the nature and character of each *wayang* characters (both good and bad character) can be used as a reference in action in their daily lives.

Learning Method of Make a Match Dolanan

Make a Match Learning typically by using a card that contains the problems and another card that contains the answer. Then each students seeking a partner to the question of who gets the card. Make a Match *Dolanan* also does not change the essence of the method Make a Match. However, such methods *Wayang* jigsaw, only slightly modifying procedures and learning activities combined with traditional game or called a *Dolanan bocah.*

The phenomenon of *Dolanan Bocah* starts to isolate among children. The main factors that affect disintegrating of *dolanan bocah* is the development of technology that is not addressed wisely, either by parents or by the child himself. Parents are no longer know-taught forms *dolanan bocah* told her and prefers to introduce technology in the form of gadgets. The reason for *Dolanan bocah* is not considered relevant to do in this era of sophisticated, they will be proud when the children were able to operate the gadget at an early age due to be rendered technological literacy. Regarding traditional games, Piaget asserts that traditional games can shape and form the concept of cognition skills that can foster creativity and intelligence children, (Yudiwinata & Handoyo, 2014: 2). In addition, in *Dolanan Bocah* (traditional games) has enormous cultural value because it contains folk songs as accompaniment of *Dolanan bocah*. Traditional games will be able to develop a child's character and build a love of their own culture.

Integrating *Dolanan Bocah* in methods make a match of course does the process of adjustment and modification. Methods make a match main characteristic, namely the use of media in learning cards must be combined with a *Dolanan Bocah* containing elements of movement and song.

Steps for implementing the method *dolanan make a match* of this can be illustrated as follows: (1) students explained the matter and learning objectives to be achieved in the learning process at the time, (2) formed group whose members adapted to the number of students (average amount earned each group). Then divide the coloured cards in each group according to the material being studied. Each group then demonstrated one form of simple *dolanan bocah*, such as *Cublak-Cublak Suweng* or *Jamuran*. While playing each students rotate the card alternately to the other in their own group, (3) when the song was finished, the teacher mentions random colour. Students who hold coloured cards as mentioned by the teacher then look for a couple or answers of questions contained in the cards in his hand, (4) if just met the right card, the students then gathered with his partner and discussing the concept of the material that they have just discovered, (5) other group members are still holding back cards demonstrate a form of *dolanan bocah* to completion. Then followed the teachers mention the colour of the card and the card owner looking for a partner who is in the other groups to find answers to questions or concepts that exist in the cards in his hand, (6) this activity continues to be repeated until the card contained in the group exhausted and students may find the concept of the lessons learned at the time. Furthermore, teachers provide learning reinforcement and reflection on the newly implemented.

The output of the learning method make a match *dolanan,* besides achieving instructional objectives, which students can master a new concept of the subject matter, it is also used as a means of renewal of elements of Javanese local wisdom that is *Dolanan Bocah.* Another advantage of this use can make the learning environment more attractive, interactive, and meaningful.

In addition to some of the above learning methods, teachers can choose and combine their own methods, media, and props in the learning process. Other examples of methods that have been modified with elements such as the Javanese culture: (1) **Numbered Head Together Aksara Jawa** *methods,* the method Numbered Head the numbering of each member of the group to use a figure of Aksara Jawa, (2) **Role Playing Ketoprak** *method,* is students are guided to bringing some of the characters in the story *kethoprak* to determine the nature and character. Learning by using role playing *Ketoprak* demanding students played several characters in the *Ketoprak* story and not to misinterpret both the nature and character. This is because the majority of the characters in *kethoprak* a real character who ever lived in the past. So they

can also learn the historical story from this. For the application of role playing *Ketoprak* method is requires intensive guidance of a teacher.

The following were outlined some form of learning methods based on local wisdom of Javanese culture. Actually, to make a design learning method based on local wisdom, if the teacher has a critical and creative skills. The role of the teacher in the learning process is very important, because the teacher is the first and foremost that directly interact with students in the classroom. Therefore, teachers are the cornerstone for the success of the learning process, (Rival, 2013:146). The creativity of teachers in developing learning tools that can integrate multiple payloads into subjects of teaching is required to be able to streamline processes and facilitate student learning goals and learning competencies.

CONCLUSION

The learning method is actually the means used by teachers to design learning process in order to facilitate the students achieve instructional goals. Teachers should have a good competence in selecting teaching methods are used, then combined with media and learning props. In choosing the method the teacher should be guided by the objectives and competencies to be developed as well as referring to the context of learning in the education unit. In addition, teachers should also refer to the external elements of education, such as the socio-cultural environment, the ideology of the community, as well as regulations surrounding the educational unit. This is because the essence of a learning process not only material transfers, but also transfer the moral values to students.

On learning the Javanese language, in addition to developing students' language skills (listening, speaking, reading, and writing) also aims to transfer knowledge about the values and knowledge of Javanese culture. Whether it's about the culture in the form of physical (objects of cultural products, traditional houses, literature) as well as in the form of non-physical elements, such as life philosophy, ideology, and public opinion. It required an instructional design elements based on local wisdom in it.

Integrating elements of indigenous culture in the learning Java will not change the essence of learning methods, but only modify it to suit the views of Javanese culture. The learning design remains the same, the procedure may be slightly different, as the use of some elements of Javanese culture. The learning method that already exists then combined with elements of Javanese local wisdom so that can make the

form of learning method more newly and efficient. The elements of Javanese local wisdom can be used as props, learning media, learning resources, and even can be used as a learning procedure. This is because the elements of indigenous Javanese culture very much and varied.

Teachers when developing the method firstly have to know the learning objectives and competencies will be developed. After that teachers just pick and choose the method that will be used in teaching-learning process. Furthermore, teachers choose and determine one of the elements of Javanese culture is combined in a learning method that has been determined. Of course elements that supports their local wisdom and related with the material being studied. In this case, the element of Javanese local wisdom are more flexible and follows the existing methods. So, once again the expertise of teachers in presenting and bringing the learning materials combine with elements of local culture is very influential to create a new quality of learning methods and appropriate.

Methods such as *Wayang Jigsaw, Ketoprak Role Playing, Make A Match Dolanan, and Numbered Heads Together Aksara Jawa* are several learning methods that have collaborated with the elements of local wisdom from Javanese culture. For that to the readers, especially teachers and lecturers are expected to develop new learning methods based on local wisdom of Javanese culture. Of course, in developing such methods should be based on several factors, such as learning goals, presentation materials, state of learners, school facilities and infrastructure, the effectiveness of the time, as well as socio-cultural background of education unit. Even geographic aspect sometimes also be a limiting factor to use a method of learning.

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THE INFLUENCE OF PEDAGOGIC COMPETENCE AND SCHOOL CULTURE THROUGH WORK MOTIVATION TOWARDS WORK PRODUCTIVITY OF STATE ELEMENTARY SCHOOL TEACHER

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ABSTRACT

Pedagogic competence, work motivation and organizational culture are the important matters that needed in order to develop work productivity among teachers. This study aims to determine the effect of pedagogical, organizational culture and work motivation toward the productivity of elementary school teachers, either directly or indirectly in the district of Baraka, Enrekang, South Sulawesi. This study used a quantitative approach and correlation method to find out the causality of several factors that affect the teachers' productivity. The population of the study were 236 elementary school teachers in the district of Baraka, Enrekang, South Sulawesi, while the samples were 142 civil servant teachers who randomly chosen. The data were collected through questionnaire. The data analysis was path analysis assisted by the computer programs IBM SPSS Statistics 21 software. The results of this study showed; (1) there was a significant direct effect of pedagogical competence and school culture toward the motivation of working with the significance value of 0.021 and 0.000, in the range of tolerance 0.05, (2) there was a significant direct effect of pedagogical competence, school culture and the motivation of working toward the productivity with the significance value of 0.000, 0.037 and 0.023 in the range of tolerance 0.05 and (3) there was an indirect effect of pedagogical competence and school culture through the motivation of working toward the productivity by 0,032 and 0,081. This study explained that, if the pedagogic competence, school culture and work motivation were simultaneously enhanced, it will be significant and meaningful for the teachers' productivity. It is recommended to teachers of elementary school in the District of Baraka, Enrekang, to improve the pedagogical competence by pursuing studies, join actively in workshops, educational training, seminars and teacher working group activities. Supervisors and principals should encourage the teachers in applying the inspiring, educated and fun learning methods.

Keywords: pedagogic competence, school culture, work motivation, work productivity

One of the fundamental crisis that effects the education in Indonesia today is the problem of the terribly low educational quality (Tilaar, 2011: 150). Education is a vital sector in citizen's general development, thus it is a necessity to make education a top priority to be addressed at the forefront as the door to civilization and modernization of any country. Enhancing productivity in the field of education will only be realized if teachers have a well-qualified competence, moral compass, high work motivation, creativity, innovative ideas, dynamic, active participation in the development of science and technology, and an open-minded character towards any changes that occur.

Productivity is a measure of job performance. Berry and Houston in Ahab (2012: 6), giving an explanation that the productivity will be achieved if only there is the combination between the capabilities and the efforts to produce things such as scientific paper, media learning and etc. An employees' is the number of how much the goals of organization is being achieved through his commitment to. Productivity can be determined through job evaluation and appraised the extend to which the objectives of education have been attained. Measuring productivity in the field of education is not a straightforward task because education is the non-profit sector that does not measure its output with a nominal profit or money but with supervision to man such as classroom climate and management, evaluation of teachers teaching techniques and method, effective communication skills and so on. So, the level of success requires a long time due to the long-life process. Productivity is a mental attitude that is always looking for improvement on what already exists (Sondra, 2009: 99). Such an attitude would compel someone not to be easily satisfied but keep empowering themselves and improve the work ability through the simultanous improvement.

Productive teacher is a creative teacher who is never satisfied with the learning process (Wijaya, 2011). He always rehearses his competence especially pedagogical competence by conducting reflection for every performance. There are several activities in this case such as conducting Class Action Research, having teaching collaboration

with peer, writing down the detail of activities and doing exactly what has been written, having commitment and keeping consistency in publishing activities whether it is a research or other supporting professionalism papers.

There are several factors that affect a person's work productivity level. According to Sukarna (1993: 50), the factors as follows; (1) the ability and considerable agility of employees, (2) managerial skills or company leadership ability, (3) a good work environment, (4) supportive people, (5) wages, (6) work motivation to gain work achievement, (7) the discipline of employees, (8) the political situation or security of the country, (9) the unity among workers, (10) the culture of a nation, (11) the education and work experience, (12) the health and work safety of employees, (12) the working facilities, and (13) the policies and company administrative system. As according to Koster (2001: 25), factors that can affect the work productivity; (A) factors that come from within the employee such as motivation and ability, (b) factors originate from the company or organization institutions, and (c) environmental factors.

Based on the above description, it may be classed at least three important components that contribute significantly to the work productivity. They are competence, organizational culture and work motivation. The main factors to reach proper work are competence, willingness, effort and love to do the job itself. In the field of education, the one who will be the educator must have special abilities that match the criteria required by the education itself (PP no. 19/2005) one of them is pedagogical competence. Pedagogical competence is the ability of the teachers in arranging student's learning process such as; understanding on the learners, the development of the curriculum/ syllabus, instructional design, implementation of educational and dialogical learning, the utilization of technology, evaluation of learning outcomes, and the development of learners to actualize various potentials.

Answering to the call to teaching with dedication is the key motivating factor for teachers. Teachers will work hard and show high level of commitment when adequately motivated and it is believed that hardwork and commitment on the part of the teacher will bring about good job performance. According to Jaya (2012: 2) motivation influence the productivity of teachers up to 30.3%. Furthermore, someone who is highly motivated will carry substantial efforts to support the objectives of works production and the

organization where he works (Winardi, 2011: 2). Suhartini (2011: 13) found that motivation affects the teachers competence up to 60.5%, which means the higher the motivation the teacher has, the greater the chance to increase his competence, so that it will impact his work productivity.

The level of competence, work productivity or work motivation cannot be separated from the culture that built up in the organization or work place environment. As Sinungan (2005: 64) stated that the factors influencing one's productivity are the culture and working conditions. Culture and education are interchangeable elements. Culture is alive and growing due to the educational process, and education exists only in a cultural context (Tilaar, 2011: 41). The role of organizational culture of the school is to keep and maintain a commitment to the continuity of the mechanisms and functions that have been agreed upon by the organization. For example, in terms of sallary, it is believed that job security of workers in terms of income and employment will enhance stability of personnal and a long term commitment. If the teacher's income are fulfilled in-time by the government, it will affect the teacher's commitment and work productivity. It does not only impact the profit of organization in general, but will also affect the development of the capabilities and productivity of teachers themselves.

The phenomenon of teachers' work productivity as described above occurs in almost all parts of Indonesia including the State Primary School in Baraka district, Enrekang, South Sulawesi province. Based on the results of interview section conducted with some of the principal, we can conclude:

"The vast majority of public elementary school teachers in the District Baraka are in the low productivity level. This is measured by indicators on the ability to create an appropriate innovative media learning that is suitable to students' need, the ability to produce scientific work as a Class Action Research (PTK), the level of self-motivation to follow-on supportive activities for compulsory duties such as seminars, workshops, and other developing activities are still low. There are many teachers especially who is not certified yet, do not meet the certification required to teach which is 24 (twenty four) hours per week ".(*Source: Headmaster, Mei 2014*).

Further interaction with Drs. H. Aminuddin, M.Pd. He revealed that:

"There is onle one teacher, Dadang Sumarna, S.Pd, M.Pd from SDN 20 Baraka who succeed to join a teacher competition till the province level, besides writing article actively in the local newspaper or educational magazine". (*Source: Drs. H. Aminuddin, M.Pd. (Head of UPT Education Youth and Sport Department, Baraka district, Maret 2014).*

The low productivity of public elementary school teachers in the district Baraka is the impact of the competence issue of teachers especially pedagogical competence that is not optimal yet. Based on the field observation, typical public elementary school teachers in the district of Baraka still applying the conventional method in learning process which is still dominated by lecturing style and uninnovative and uninspiring learning methods. This kind of method is no longer proper to be applied in learning process, moreover it can deprive learners' learning ability. Freire in Mulyasa (2008: 76) criticized this educational system as other forms of oppression and colonization, thus, it must be transformed into empowerment and liberation.

Teacher productivity level will be achieved if all the academic qualifications needed to become a teacher fulfilled as stipulated in Government Regulation No. 19/2005 on the National Education Standards. Based on data obtained from the Department of Education Youth and Sports Enrekang (2013) note that there are many teachers in the public elementary school in District Baraka who have not met the academic qualification as required by the government. Of the twenty-one (21) units of elementary schools in the district Baraka with a total teachers employed 236 people, it is found that there is still 5 people (2.12%) who graduate from Senior High School, Diploma II as many as 105 people (44.50 %). The qualified Bachelor (S1) 124 people (52.54%) and Postgraduate as many as 2 (0.84%).

This condition indicates that not all teachers in State Elementary School District of Baraka does meet the standards as required by the government, the minimum level is undergraduate (S1) or Dipoma IV. So that the state can conclude that the teachers' qualification will impact the work quality and work productivity of the teacher. Another factor that hamper the work quality of the teacher is disconnecting between teacher's educational background and his obligation in the school. The most common one is the classroom teacher. The classroom teacher should be those who graduated from Elementary School Teacher Department (PGSD), not from English department or Math Department. This conditions will affect the effectiveness of the learning process in the classroom and eventually the work quality.

Another problem that occurs in public elementary school teachers in the district Baraka is lack of certified teachers, but teaching certificate is one indicator of teacher's professionalism because teacher certification is a process of recognition that one has to have to carry out educational services in certain educational units professionally (Mulyasa, 2008: 34). Only professional teachers will be productive teachers. Based on data obtained from the Department of Education Youth and Sports Enrekang (2013) note that there are still many uncertified teachers. Among 236 teachers, there were 121 people (51.27%) whose status uncertified and 115 people (48.73%) certified. This certification program is expected to enable teachers to raise teaching quality.

METHOD

This study uses a quantitative approach with the correlation design. While the terms is expost facto. The design of this study may be presented in the following paradigm:
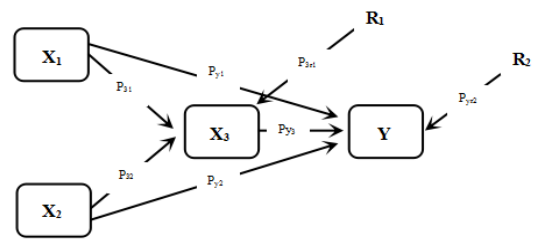
Picture 1.1 Research Design Path Analysis Model

Subjects in this study were all public elementary school teachers in the district Baraka Enrekang South Sulawesi which is 236 people spread randomly across 21 schools. Data analysis statistically used path analysis (path analysis). Before data analysis is conducted, requirements analysis testing: multicollinearity test, auto-correlation test, heteroscedasticity test, normality test and linearity test had already done. All kinds of analysis using computer-assisted software program SPSS Statistics 21.

The result of multiple regression analysis operation model (ANOVA tables (b)) in Phase (Model) I Table 1.1 resulted equal regression $Y = 20.548 + 0,184X1 + 0,468X2$ with F value of 35.063 at the 0.000 significance level less than 0.05. It means that an increase of one unit each of pedagogical competence score and organizational culture will boost work motivation scores each for 0184 and 0468 on a constant 20.548 units. Thus, it can be concluded that the higher pedagogical competence and more conducive organizational culture is, the higher the work motivation of teachers will be.

Coefficient[a] table shows independent variable (exogenous), Pedagogic Competence (X1) and School Culture (X2) effect on Work Motivation at significance level of less than 0.05. It means that both variables have a significant direct effect on work motivation of the State Primary School teachers in District Baraka with $t_{calculation}$

respectively 2,343 for Pedagogic Competence (X1) and 5.948 for School Culture (X2) variables.

The results of multiple regression can be interpreted the value of R the first column shows the level of relationship with a correlation coefficient of 0.326. To find out the strength of relationship is based on Correlation Coefficient Interpretation Guidelines table (Sugiyono, 2010: 231).

Table 2 Guidelines for Correlation Coefficient Interpretation

Coefficient interval	Relationship level
0,00 – 0,199	Too weak
0,20 – 0,399	Weak
0,40 – 0,599	Average
0,60 – 0,799	Strong
0,80 – 1,000	Too strong

Based on table 2, it can be concluded that the correlation coefficient 0.326 is on the low level of relations but significant by the number of significance 0.000. For calculating the coefficient, determination that will be the basis for a decision is Adjusted R Square. Thus, the adjusted value (Adjusted R Square) in the 3rd column of 0.326 so that Pedagogic Competence variable and Culture School simultaneously (simultaneous) affect teachers' work motivation up to 32.6%. The coefficient of determination is then used to calculate the residual value of the multiple regression analysis phase I with formula "Residual = $\sqrt{(1-R^2)}$ as described in Chapter III.

From these results, the causal independent variable (exogenous) relationship model to the dependent variable (endogenous) can be described as follows.
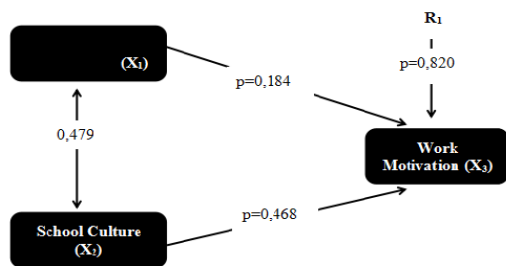
Picture 2 The path of Causal Relationship Pedagogical Competence (X1) and School Culture (X2) towards Work Motivation (X3).

Based on picture 2, we can sum up that on the stage 1 the influence of other variable quite high up to 82%. It can be seen from residual value (R1) = 0,820.

Analysis of Multiple Regression Phase (Model) II

The result of multiple regression phase II by using software IBM SPSS Statistic 21 can be presented as follows in table 3:

Table 3 *Output* of the Result of Multiple Regression Analysis Phase (Model) II

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,685a	,470	,458	7,247

a. Predictors: (Constant), Work_Motivation, Pedagogic_Competence, School_Culture

ANOVAa					
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6416,697	3	2138,899	40,731	,000b
	Residual	7246,747	138	52,513		
	Total	13663,444	141			

a. Dependent Variable: Work_Produktivity
b. Predictors: (Constant), Work_Motivation, Pedagogic_Competence, School_Culture

Coefficientsa						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6,585	11,113		,593	,554
	Pedagogic_Competence	,452	,067	,484	6,727	,000
	School_Culture	,257	,122	,166	2,104	,037
	Work_Motivation	,205	,090	,174	2,291	,023

a. Dependent Variable: Work_Produktivity

The result of the multiple regression analysis operation model (ANOVA tables (b)) in Phase (Model) II resulted in the regression equation y = 6.585 + 0484X1 + 0,166X2 + 0,174X3 with F value of 40.731 at the 0.000 significance level less than 0.05. This means that each increase of one unit score pedagogical competence, school culture and work motivation will increase work productivity scores respectively by 0484, 0.166 and 0174 units in constant 6.585. In conclusion the higher pedagogical competence and more conducive school culture, as well as the higher work motivation of teachers, the better the level of teacher's work productivity.

Coefficientsa table shows independent variable (exogenous) Pedagogic Competence (X1), School Culture (X2) and Work Motivation (X3) effect towards Public Elementary School teacher's work productivity at significance level of less than 0.05. It means that the three variables have a significant direct effect on work motivation of the State Primary School teachers in District Baraka with $t_{calculation}$ respectively 6,727 for Pedagogic Competence (X1), 2,104 for School Culture (X2) variables and 2,291 for Work Motivation (X3) variable.

The results of multiple regression (Table Model Summary) gained the adjusted score (Adjusted R Square) in the 3rd column of 0.458. According to the table 4:12, it can be concluded that the correlation coefficient of 0.458 at the middle level of relationship with a significance value of 0.000. This result means that the Pedagogical Competence (X1) variable, School Culture (X2) and Work Motivation (X3) simultaneously (simultaneous) affect teachers Work Productivity of 45.8%.

The coefficient of determination is then used to calculate the residual value of the multiple

regression analysis stage I with formula "Residual as described in Chapter III.

From these results, the causal independent variable (exogenous) relationship model to the dependent variable (endogenous) can be described as follows:
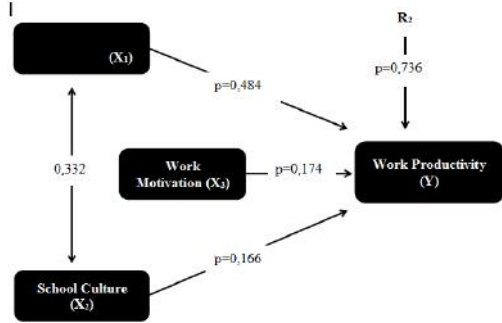
Picture 3 The Path of Causal Relationship Pedagogical Competence (X₁), School Culture (X₂) and Work Motivation (X₃) with Work Productivity (Y).

Based on the picture 3 the results of multiple regression analysis phase II can be concluded that the influence of other variables which is not studied sufficiently high up to 73.6%. This can be seen from Residual value (R2) = 0,736. The series of multiple regression analysis explanation Phase (Model) I and Phase (Model) II as described above, then the causal relationships of coefficient lines specified can be described as follows:
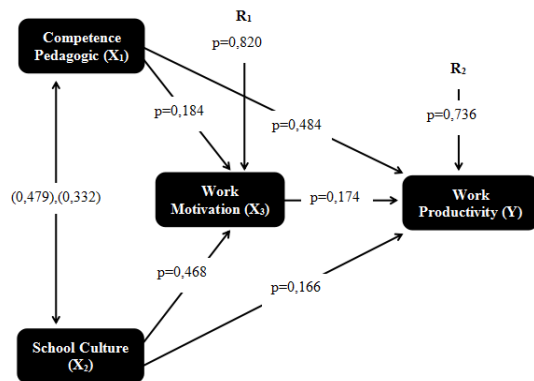
From the table, it can be seen that the most influence variables on the work productivity is the pedagogical competence (X1), school culture (X2), work motivation (X3) respectively. Pedagogical competence is part of required competencies for the teachers especially in learning process and it is expected that it can improve work productivity level. This competence will produce more dynamic teachers who will always enrich their academic, professional and technical knowledge in term of content, methods, and skills that must be

mastered and it will encourage teachers to develop themselves professionally (Suryadi, 2003: 43). With Pedagogical competence, the teacher is expected to be an innovator in educational revolution.

A competent teacher should be able to create an active learning atmosphere and conditions to make students attend classes deliberately. Shah, Anderson and Humpprey (2008) in his research entitled "Teaching Professionalism" reveal the professionalism of teachers will increase if only the teachers interact actively with peers from other schools in which to learn about curriculum innovation also the discipline to develop the education and pedagogical abilities. Here we can see the importance of building the culture of transparency, sharing and communicating, both among peers in the internal environment and with other schools as an effort to exchange information that is useful in developing better teacher competence.

These findings support Suryadi's theory (2003) that the pedagogical competence is the basic compulsory ability of educators before fulfilling his duty as a teacher, so that the teacher will be able to solve any problems in the future. It also help teacher to enhance his skill and knowledge based on his educational background. The results of this study are also support the opinion of Supriya (2000) that pedagogical competence help teacher to understand a practical knowledge and its application to improve skills and attitudes needed by the organization in achieving its goals. Pedagogical competence is part of required competencies of teachers regarding the learning process, so as to increase work productivity. Teachers who have a good pedagogical competence will become professional teachers which can improve his performance eventually.

Furthermore, these findings emphasize the results of Thomas' research (2013), entitled Determinant Factor of Productivity in Business Public Vocational School in Ex-Keresidenan Surakarta. The study showed that 97.8 percent of the school productivity is affected by the teacher's competence. These results provide an understanding that in becoming a productive school, the main considerable component is the involvement of competent and professional educators because only qualified and professional teachers can make change at school.

The results also confirm Sutikno's finding (2011), which revealed that in the teacher's work productivity can be measured by their perseverence in certain supportive activities; (1) lesson plans preparation, frequency of guiding students, frequency of making learning media, the frequency of applying instructional media, the achievement level of graduation, participation in scientific

forums, (2) the implementation of learning, (3) PPL guidance and peers, (4) the frequency of conducting classroom action research (PTK) and writing articles and textbooks. All these indicators can only be done by people who have a good pedagogic competence as well as having a clear vision to improve the work productivity.

Furthermore, Chan (2011) in his research entitled "Characterictics and Competencies of Teachers of Gifted" explained that it is important for teachers to have specific teaching skills especially for "gifted students". Theoretically, these teacher will be able to handle them, students with special needs, better than the teachers who does not have that skill. However, being a teacher must be ready for the unpredictable heterogeneous class situation. Briefly, teacher must be skillful so that the learning process will be held effectively.

Teacher competence can be constructed by self-encouragement or we can also say by heredity factor or the talent and can also be influenced by the environment. As the opinion of William Stern saying that personal growth and competency are the result of a collaborative process between heredity (nature) and the environment (Uno, 2009: 61). This means that between heredity and environment should be mutually supportive because otherwise the already excellent heredity will still be latent (asleep) when the surrounding environment is not supportive. Vice versa, if his nature is not good but enabling and supporting environment, the ideal competency will be achieved.

A teacher who has a natural talent in terms of competency, but is not supported by the school environment, then the teacher's competence will not develop even tend to be worse because the school environment is the external factors that contribute to construct the teacher competence and productivity. According to Sinungan (2005: 64) that the influencing factors for the productivity of a person's work including the culture and working conditions. The **variant of** person's work productivity cannot be separated from the culture that is built up in the school or the environment in which they work. This kind of conditions must be addressed by endeavoring changes that lead to encourage competitiveness within the organization, imposing discipline, raising awareness of responsibility of teacher's obligation and eventually it ultimately can affect teacher work productivity.

According to Berry and Houston in Ahab (2012: 6), that productivity is a combination of ability and endeavor to produce what should it be. Thus, being productive man required a long process because in theoretically competence is

built up by endless learning process and effort to foster capabilities, so as to produce something useful. These findings support the theory of Wexley and Yukl in Soepardjo (2011: 157) states that a person's personality is basically determined by the values integrated within his self and then it is reflected into acts, actions or deeds. Values steer one's way of life. The most essential cultural is in the relationship among people. This is also in line with Viethzal Rival's theory says that in organizations, individuals and the environment variables affect not only the behavior but also people performance.

Except pedagogical and organisational culture, another thing needed to enhance the teachers productivity is high motivation. Motivation is a potential within humanbeing so that they can be optimally developed both individually and through the work environment. The development of teacher linear potential will be able to increase productivity and ability to fulfill the task as a real educator in terms of human resources empowering. Motivation is an important determinant for the individual performance (Winardi, 2011:3). Teacher who has a target in his career will constantly challenge themselves to achieve their goals through competency development, technology comprehension and innovative planning to strengthen the individual productivity.

Motivation is a condition that gave stimulant to do something. Everyone is different one another, depending on the ability, willingness, expectations, needs, goals, and objectives of the underlying actions. Teachers who have high motivation will always work optimally to solve any kind of problems faced in order to achieve better working results. It is visible on high motivation, interest, have the attention and participation in a task or activity. These findings support Jaya's (2012) who found that motivation affects 30.3 percent of the PGRI Senior High School teacher's work productivity in Surakarta. Positive result on the estimation indicates that the higher the work motivation of a teacher is, the higher work motivation will he gain. Results of the study also disclosed Abdulsalam, D and M.A. Mawoli (2012) which says that there is a positive correlation between motivation and performance of teaching. Motivation has a significant influence on the performance of a teacher teaching.

Recommended Casual Relationship Model

Based on the results of the operation model of a causal relationship between the independent variables (exogenous)/dependent (endogenous) with the dependent variable (endogenous) at each stage of the analysis described above. Then it can further identified significant path coefficients (path

coefficients) are optimum as a specified model establishment. However, if there is a path coefficient which is not significant, then the model lines causal relationship must be revised as according Sugiyono (2010: 316) that the path coefficient of lower than the figures of tolerance in this case the path coefficient of 0.05 or insignificant, then the path can be eliminated so vice versa if all coefficient path was significant, the conceptual model is proposed as a model recommended / specified can fully accepted.

Based on these conditions and operating results of the analysis model at each stage as described above actually standardized regression coefficients (beta) obtained significant at the 0.05 tolerance but there are some standardized regression coefficients (beta) which obtain very low values such as the influence of Competence Pedagogic (X1) to Work Motivation (X3) with the coefficient of 0.184 (Line/Model I), the effect of School Culture (X2) on the Work Productivity (Y) with the coefficient of 0.166 and also influence work motivation (X3) of the Work Productivity (Y) with a value of 0.174 (Line/Model II).

Relying on manual interpretation of the correlation coefficient Sugiyono (2010: 231) that the interval coefficients between 0.00 to 0.199 have a very low level of relationship. Therefore, in this study three such relationships will be revised on the basis that even if the results of standardized regression coefficients (beta) obtained by the significant level of tolerance of 0.05 but has no meaning, which means that necessary changes in the new model of causal relationships. Results reformulation of the model can be shown in the following figure.
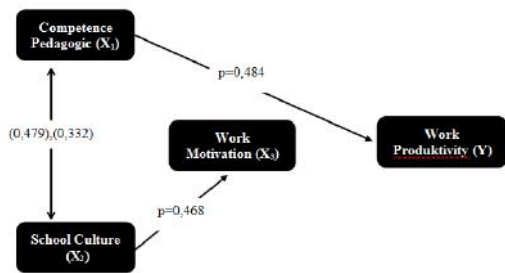
Picture 1.5 New Model After p_{31}, p_{y2} and p_{y3} Excluded

In principle, path analysis is a method to find the most brief and appropriate path from independent variable to the last dependent variable (Sugiyono, 2010: 297). It means that the path analysis is used to identify the most valid path which is used to measure the strength of the relationship (influence) of an independent variable to the last dependent variable. The effect of School Culture (X2) on work motivation (X3) are not taken into account and will be removed because the two variables are

substantively does not have a significant effect on Work Productivity (Y) as the dependent variable (endogenous) as a basic principle path analysis (path analysis). Therefore, the most valid relationship model as recommended relationship model is a model relationship Pedagogical Competence (X1) of the Work Productivity (Y).

Furthermore, to examine whether the existing data in new diagram is consistent or not, it is necessary to test the suitability of the model. Testing the model fit (goodness of fit) is done through the t test. The conclusion is if a significance level equal to or less than 0.05, the new model may be accepted. The analysis coefficients are calculated with the help of software IBM SPSS Statistics 21 and the results can be seen in the following table.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,634ª	,402	,398	7,639

a. Predictors: (Constant), Pedagogic_Competence

ANOVAª

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5493,368	1	5493,368	94,133	,000ᵇ
	Residual	8170,075	140	58,358		
	Total	13663,444	141			

a. Dependent Variable: Work_Produktivity
b. Predictors: (Constant), Pedagogic_Competence

Coefficientsª

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	44,649	5,502		8,115	,000
	Pedagogic_Competence	,592	,061	,634	9,702	,000

a. Dependent Variable: Work_Produktivity

The table shows a new model of coefisient path as follow:
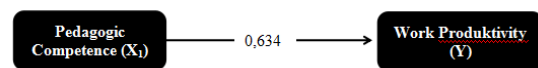
Picture 6 Final Model of Relationship Coefisient

From the test results of model fit (goodness of fit) by using software IBM SPSS Statistics 21, as shown in the table Coefficients (a) obtained standardized coefficient (beta) of 0.634 to 9.702 t value at significance level of 0,000. The effect on work productivity pedagogical competence of teachers in this final path model is 40.19% (0.634²). These results indicate that a causal model consistently revised to serve as a model that is valid in predicting the value of teachers work productivity in public elementary school in District Baraka Enrekang.

The results of the analysis also can be interpreted that pedagogical competence does have a very important role in building one's work productivity. Competence is the main prerequisite to be able to achieve high work productivity because through the competence, teachers will be able to design and evolve a job to produce a

beneficial product, and predict the possibilities of challenges in order to prepare the prevention strategy and to ban mistake and keep inventing innovative stuffs to achieve the targets.

Teachers who have a good competence would be very easy to foster themselves doing new things, innovating, challenging and feeling happy to take over responsibility. Achievement must be the motivation or purpose for the teacher to keep fostering their teaching competence. The need for high achievement is an impulse for them to reach the targets, work hard to achieve success and have the desire to do something better. Teacher Pedagogical competence can be measured by the ability to manage the learning process, to find a unique potential of learners, to endeavor empowering teaching abilities, to apply meaningful contextual learning so the student can implement it directly in their real life and to optimum the students potential.

Partono Thomas (2013) in his study found that 97.8 percent of the school productivity is affected by the teacher's competence. Schools productivity will only be possible when supported by teachers who have high work productivity as well. Teachers who have a good pedagogical competence will be easier to be a person who's productive since the pedagogic competence relate directly with the teachers ability.

CONCLUSION

Based on the data analysis regarding the influence of pedagogical competence, school culture through work motivation towards work productivity of public elementary school teachers in the district Baraka, Enrekang. It can be concluded as follows: Firstly; Pedagogical competence has a significant effect on the work motivation of Public Elementary School teacher in District Baraka, Enrekang though it is not too high. That is because some of the teacher have not meet the teachers qualification such as having undergraduate degree or Diploma IV. Secondly; School culture has a positive and significant effect on work motivation of teachers Public Elementary School in District Baraka Enrekang such as honesty, cooperative, justice and adequate school facilities are important indicators that trigger the growth of work motivation among teachers.

Thirdly; the Influence of pedagogical competence has a high impact on the productivity of public elementary school teachers in the district Baraka Enrekang. Their provision pedagogical competence both on a personal teacher who will assist and facilitate a teacher in comprehending the knowledge

practically to improve skills and work productivity. Fourthly; School culture has a positive impact on the work productivity of public elementary school teachers in the district Baraka Enrekang but relatively low. It occurs due to some reasons such as minim work motivation, lack of work discipline and lack of positive competence. Lastly; Work motivation effects positively on the work productivity of public elementary school teachers in the district Baraka Enrekang. However, the contribution is very low but this is due to the low level of discipline, lack of responsibility towards work, their passivity and stagnation in the developing learning innovation

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THE IMPLEMENTATION OF SUPERVISION FOR TEACHERS IN INDONESIA, BASED ON PRINCIPLE, TECHNIQUE, AND APPROACH

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ABSTRACT

Teachers are the most important element to improve the quality of education. The quality of education would be optimally achieved when it is supported by the professional teachers in performing the tasks. One of the means to improve the professionalism of teachers in performing the task is through teachers training or development of teachers. This study aims at determining the implementation of teachers training in terms of the principles, techniques, and approaches used. This study was conducted in East Java, with a total sample of 90 teachers and 28 principals, were taken using a technique of cluster random sampling. The data collection techniques employed questionnaires and documentation, while the technique of data analysis used descriptive statistics. Based on the results of data analysis, it could be concluded that, some of the used principles in teachers training are friendly, referring to the goal, cooperative, objective, scientific, democratic and harmonious. Training techniques which most widely applied is a working group of teachers (KKG) meeting, teachers meeting, peers discussion, and upgrading, while the most commonly used approach is a collaborative approach.

Keywords: supervision, principle, technique, approach, teacher

Nowadays, improving the quality of education becomes a very noticed issue, because the quality of education at this time has not reached as what to be expected. It is marked by students achievement in schools are still low, the students behavior has not noble, students' ability have not been developed optimally, the demands on the field that has not been achieved after school, and the achievement of international level, in certain subject, that has not been achieved.

If it is viewed from the components of the education system, one factor that is crucial to improve the quality of education is the teachers. The improvement of students' achievement of learning outcomes, behavior, and competency is depending on the education and learning process executed by the teachers. If the teachers are able to teach well, guiding students to the maximum, and teaching the students professionally, it is believed, that it could improve the performance, competence and personality of the students. Therefore, in order to achieve a good quality of education, the prior step that should be performed is improving professionalism of the teachers.

Primary means to improve the professionalism of the teachers is through education and teachers training. Education of prospective teachers needs to be implemented in a higher quality. Likewise, teachers training should be done intensively. It is the process of providing assistance to teachers, either in the form of guidance, direction, or other forms of activities, with the aim to improve or enhance the teachers' ability in performing their duties, especially the teaching tasks.

When it is examined in the field, teacher education programs have been carried out at all levels of education, both in the level of primary or secondary education. Through these policies, it is expected that teachers training activities could be carried out effectively, and would improve the professionalism of teachers in implementing the tasks. However, according to a number of previous studies, the goal of the programs still not achieved optimally. Suryadi & Tilaar (1993) showed that teachers training activities which have been implemented have not yet affected the improvement of the quality of teachers. This result of study agreed with the result of the study conducted by Kummerer (1990) and Wardani (1998), showed that the vast majority of teachers still do not comply with the qualifications to be expected. Maisyaroh, Wiyono, & Soerjani (2004) also confirmed that their results are not much different. The teachers training which have been implemented is still not categorized as good. The level of teachers' abstraction in implementing the tasks is still classified as sufficient. Regarding to those results, it is necessary to develop models of professional teachers training that is more effective, to increase the professionalism of the teachers optimally.

In order to improve the quality of teachers training, the government has issued new regulations, namely Permenpan and Reforms No. 16 of 2009. Teachers training carried out through the program of teacher professional training activities in a sustainable manner. Generally, the sustainable teachers' professional training can be conducted in three ways,

namely self-development, scientific publications, and innovative work. Yet, the implementation of ongoing training is still not known accurately, and the approach, techniques and referred principles will be used in implementing the professional development of teachers are still not investigated.

Based on the ideas explained above, the present study was conducted. This study aims at determining the implementation of professional teachers training in Indonesia. Some objectives of the study that will be examined are the orientation of training approach that is applied, the training principles that are referred, and training techniques that are used. Through this study, many benefits would be gained, both theoretically and practically. For the teachers, principals, and supervisors of schools, the results of this study could be used as a feedback to improve or enhance the teachers training program to be more professional. Theoretically, the results of this study strongly contribute to the development of the theory of human resource development in the field of education.

METHODS

This study aims at investigating the implementation of teachers training in Indonesia, in terms of the principles, techniques, and training. Based on the purpose of the study, then in terms of the type of study, the present study included as a descriptive study. Therefore, the design of the present study is a descriptive study.

This study was conducted in East Java, by taking the two cities as samples, namely Blitar and Batu. The sample to be targeted as a unit analysis took 90 teachers and 28 principals, by means of cluster random sampling technique.

In accordance with the purpose of study, to obtain the data this study employed two data collection techniques, questionnaires and documentation. A questionnaire was used to collect data on the implementation of teachers training, while the documentation used to collect documented data, such as about school conditions, characteristics of teachers and principals. The study instrument was developed by the study variables.

To obtain the validity of the instrument, it employed in-depth study of the theoretical construct of the variables, considered the circumstances that existed in the field, developed the blueprints based on the theoretical review carefully, and conducted a field trial test for the instruments. The validity of the instruments was analyzed using item analysis, and the reliability of the questionnaire is estimated using Cronbach Alpha formula and a linear combination (Marten, 2010). The result

of testing the instruments indicates the coefficients of validity and reliability was good.

Related to the object and the type of data, the data analysis techniques used in this study is descriptive analysis techniques. The use of statistics in processing the results of this study is mean, frequency distribution, and standard deviation.

RESULTS AND DISCUSSION

In accordance with the background of the study described earlier, the main purpose of this study is to describe the implementation of the professional teachers training in Indonesia in terms of the principles, techniques, and approaches. Referring to the methods of the study which are specified, samples were taken from two areas, namely Batu and Blitar. The data sources were obtained from two kinds of participants, teachers and principals. Based on data collection, the number of samples were 118, consisting of 90 teachers and 28 principals. 57 participants are from Batu, and 61 were from Blitar.

Descriptive analysis is presented per component of teachers training. The first component is observing training techniques. Generally, it is viewed from the frequency of training techniques of improving the teachers' professionalism which have been followed or implemented by teachers, presented in Table 1.

Based on the table 1, it could be underlined that teachers are mostly have joined/conducted the teachers training activities, with a lot of training techniques. It is technically reviewed that the most techniques followed by the teachers are teachers meeting, KKG meeting, peers discussion, and upgrading.

Viewed from the side of effectiveness, the average training techniques that have followed is quite effective. However, when it is viewed from the side of the mean score obtained, a technique which has a high score of effectiveness is teaching demonstration, the KKG meeting, training, autonomous development, classroom action research, teachers meeting, classroom visits, peers discussions, upgrading, clinical supervision , activity in on in, teaching simulation, lesson study, and comparative study. Thus, in terms of the effectiveness of the technique, it appears that activities that are effective, more emphasis on the development that requires teachers and coaches to be active, collegial, instructive, or independent.

Considering from the side of training time, it is obtained a mean value of 2.87 days, 33.3 hours, and the effectiveness of the time frequency is once a month. It shows that the effective training performed at least 33.3 hours or performed in 3-4 days, with regular intensity training every month.

No	Training techniques	Average f	Classification
1	Upgrading	3,08	High
2	Training	2,95	High
3	Course	0,20	Very low
4	Working Group of Teachers (KKG) meeting	4,54	Very high
5	Seminar	2,78	High
6	Peers discussion	3,84	Very high
7	Lesson Study	0,96	Low
8	Clinical supervision	1,67	Fair
9	Collegial supervision	1,09	Low
10	Teachers meeting	5,28	Very high
11	Workshop	0,79	High
12	Class visit	2,63	High
13	Teaching demonstration	2,63	High
14	Comparative study	1,41	Low
15	Bulletin supervision	0,28	Very low
16	Classroom action research	1,81	Fair
17	Activity *in on in*	1,17	Low
18	Library position	0,3	Very low
19	Workshop seminar	0,88	Low
20	Class visits	1,98	Fair
21	School visits	1,43	Low
22	Teaching simulation	1,64	Fair
23	Autonomous development	1,53	Fair
24	Orientation/Induction teacher	0,48	Very low
25	Private conversation	2,23	Fair

Table 1. Techniques which have been followed/ conducted by teachers

Concerning on the side of the coaches, it can be noted that the vast majority of teachers who attended teachers training mostly held by the keynote speakers, principals, autonomous development, school supervisors, fellows, and the head of education office. When it is examined from the training ranks, the most effective is done by autonomous development, followed by the principal and keynote speakers, while the third place was the school supervisors and teacher fellows. School principals tend to occupy the second position. Thus, from the side of the coach, the most effective is done by the principals. Reviewed from the use of approach is generally presented in Table 2.

Table 2. Training Approaches Followed by Teachers

No	Approaches	Percentage	Rank
1	Directive	31,47	3
2	Collaborative	54,55	2
3	Non-directive	42,50	1

Based on Table 2. It can be underlined that a number of teachers receive or follow the training by collaborative approach, second place is non-directive approach and the last is directive approach. When it is analyzed in terms of effectiveness of the approach, collaborative approach tends to be in the first rank, followed by non-directive approach, and the last position is directive approach. It proved that the vast majority of the teachers assumed that collaborative approach is the most appropriate approach, followed by non-directive approach, and in the last rank is directive approach. Hence, it can be said that most teachers are less agreed with directive approach.

Looked from the side of where the training conducted, generally argued that most teachers tend to view school as the main venue for training teachers. For a place in the KKG meeting is in the second position, while the education office in the third position. In line with KKG meeting, the place used for activities of improving incidental competency, for example at the meeting place, the provincial education offices, halls institution with quality guarantee, or college, in the third rank. Viewed from the side of training principles are used, the outline clearly presented in table 3.

Table 3. Training Principles Followed by Teachers

No	Training principles	Average	Classification
1	Friendly	3,63	Always
2	Referring the goal	3,51	Always
3	Providing opportunities to have opinions	3,54	Always
4	Blaming	1,59	Sometimes
5	Establishing cooperation	3,51	Always
6	Objective	3,21	Often
7	Open minded	3,47	Often
8	Utilizing instruments	2,84	Often
9	Self assessment	2,41	Sometimes
10	Democratic	3,38	Often
11	Building a harmonious relationship	3,52	Always
12	Respectful	2,65	Often

Based on Table 3, it can be noted that most of the teachers training which have been followed by the teachers, tend to apply good training principles. Some of the principles are still lack/low, such as the

use of the instrument, not blaming, and providing an opportunity to a self-assessment/reflection, as well as providing welfare support.

Reviewed in terms of the needed materials, it can be underlined, that the most needed material for teachers in teachers training activities is a professional matter, namely the mastery of subject material they have taken. While the second is a pedagogical matter, namely the ability of learning, the third is the personality, and the next is social skills, and the last is other supporting material.

Based on the analysis of qualitative data, it can be underlined that there are some obstacles encountered in implementing the teachers training. Some of the obstacles are quite prominent: (1) lack of teachers' understanding, interests, motivations and attitudes about the importance of training and development to achieve a good level of professionalism. (2) the number of tasks that must be done by the teachers or the principals, so that there is less time to follow the teachers training and development, (3) the limitations of facilities / infrastructure and budget, (4) the variety of teachers ability, (6) less relevant training material, (7) training methods are less attractive, and (8) age and health of the teachers. From these obstacles, the most dominant obstacle is the lack of time and the number of tasks / work to be done by the teachers or principals, both in school and outside of school.

Related to the obstacles mentioned before, some steps are taken to overcome the obstacles: (1) organize the schedule of activities as well as possible, (2) manage the time efficiently, (3) find information through many sources, using the technology, asking friends, and other relevant sources, (4) utilize available facilities optimally, (5) do the autonomous development, (6) investigate the results of training, (7) arrange training forum autonomously (e.g. meeting, seminar, etc.), (8) add lesson hours, (9) held an autonomous training, (10) arrange the training programs, (11) improve the cooperation, and (12) held an ongoing training.

Many hopes and advices conveyed by the teachers and principals, namely: (1) training needs to be conducted continuously, (2) training from the principals should be intensified, (3) training materials relatively new and fit to the needs of teachers, and more emphasizing on the materials to improving students achievement outcomes, like pedagogical competence and professionalism competence, (4) training programs must be arranged well, so that it is not just spend the fund, (5) involve the relevant keynote speakers, (6) the approach, techniques/methods, and materials should be attractive and adjusted to the teachers ability, (7) education authorities need to plan the training programs positively, (8) the materials should be clear and accompanied by examples, (8) the training must not be only lecturing, but must be more towards practice, (9) all of the *stakeholders* need to pay attention, (10) technique of *in on in*, training, accompaniment, counseling, technical guidance, practice, and discussion are very good, (11) every teacher are scheduled to follow the training, (12) the training should be conducted in schools, and other appropriate places, such as offices, college, or institution with quality guarantee, (13) collaborative approach is very suitable, (14) each training must be formulated with the objectives are known by the teachers, and (15) time training should be arranged properly (not too short or long), and should not interfere with the teaching learning process.

In accordance with the characteristics of the developed training models, this teachers training model is more emphasizing on the active participation of participants, and more collegial. Whereas the implementation is more referring to the training principles that are humanistic, namely friendly, opened, participatory, democratic, constructive, creative, warm, and suit the characteristics of training participants. Therefore, in a whole package, this teacher training model is known as active-collaborative training model based on humanistic principles.

The results of this study could be examined from several previous studies, that it shows compatibility. Based on the results of the study shows that an effective training of teacher requires a relatively long time, and needs to be conducted continuously. Leonard and Marquardt (2010) showed that the study of action *(action learning)* is a highly effective learning model to enhance the ability of the practitioners. Some characteristics of action learning is asking a lot, emphasizing on practice, interacting among members of the group, emphasizing on sharing experience *(experience sharing)*, and learning from experience *(experiential learning)*. Results of the study conducted by Leonard and Marquardt are suitable with the present results of study that emphasize on the need of collaborative approach in the process of training teachers, practice, and interaction between teachers and coaches.

On the other hand, the results of study conducted by Neil (2006), found that the model of education named in-service that effectively have four characteristics, namely: (1) focuses more on collaboration, (2) relates to the needs of teachers, (3) are implemented in the right place, and (4) is done through the induction of new teachers. The

result of study is suited to the results of the present study, namely emphasizing on collaboration, fostering collegial, based on the needs of teachers.

The results of the present study are also consistent with the results of study conducted by Yigit (2008), admitted that the training which emphasizing on practices proved to improve the teachers' ability in developing materials and utilizing learning technologies. The results of this study are also consistent with the study carried out by Gunter (2012), showed that the teachers' pedagogical ability has increased after joining the intensive training for two years. The training program is not only performed in the classroom, but also done visits to schools, so the teachers gain a practical experience. This is consistent with the results of the present study which found that if the participants are provided the opportunity to be active gaining the learning experience, it will be very effective for them.

CONCLUSION

Based on the results of field exploration, it can be underlined that teachers have followed some teacher training activities. If it is viewed from the technical side, the majority of teachers participated in training that implemented through various techniques. The most widely techniques they have followed are the teachers meeting, the KKG meeting, peers discussion, and upgrading.

According to teachers and principals' opinions, a technique that shows the highest effectiveness is teaching demonstration, the KKG meeting, training, autonomous development, classroom action research, teachers meeting, classroom visits, peers discussions, upgrading, clinical supervision, activities *in on in*, simulation teaching, lesson study, and comparative study.

Considering from the usage of training approach, most teachers followed the training which employed a collaborative approach, non-directive, and directive. When analyzed in terms of its effectiveness, according to the teachers and school principals, collaborative approach tends to be in the first rank, followed by non-directive approach, and the last is a directive approach. It shows that most of teachers consider that collaborative approach is most suitable approach, followed by a non-directive approach, compared to a directive approach.

Reviewing from the implementation of principles, the majority of teachers training which have been conducted tends to apply the good principles of training, such as friendly, referring to the goal, objective, democratic,

scientific, and cooperative. Some of the principles are still lack/low, namely the use of the instrument, not blaming, and provides an opportunity to a self-assessment/reflection.

In short, it can be concluded that the teachers training which have been conducted were vary in the use of technique or approach. In terms of the effectiveness of the technique, it appears that effective activities are more emphasizing on the training that requires teachers and coaches to be active, collegial, instructive, and independent. The applied principles also more emphasizes on the positive training principles.

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COUNSELING ON READING, WRITING, AND SINGING

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ABSTRACT

Counseling is not only done through interviews. In a broad sense, counseling can be done through reading, writing, and singing. Through reading, counseling can be done through bibliocounseling or bibliotherapy. Clients obtain information about ways to establish or improve certain behaviors and internalize in him. After reading a book or articles in a single theme, a client can write ideas or tips is important to change behavior or development of next day through scriptotherapy or therapy through writing. The rewriting of ideas on how to shape the behavior is bracing himself for the way in which clients changed in addition to trying to better understand the content of reading. What has been read and written it can be sung in a song of his own good with words of what has been written or songs from other authors, but with the words of a book. The singing can be a profane songs, religious songs or religious songs that made him flaming or passion to fix it self.

Keywords: bibliocounseling, reading, writing, singing, scriptotherapy, ideas, behavior change.

Since the time of Aristotle, a number of authors have assumed that reading can influence the emotions, attitudes, and behavior in General. Plato in his "Republic" considers the importanceof reading literature as a suggestion that is used by parents against children. Readings in which telling necessarily bad boy got punishment from the Gods is a suggestion so that kids worship on parents. In the days of Ancient Greece — the first time since the formation of the library — — the reading materials gathered in the library, how important, so called the medicine of the soul." So any Romans was convinced that patients can improve her mental health to be: tough-at-heart (resiliensi), fighting, never give up--by the way read the oration-oration has been collected from such eminent orator-orator Demosthenes (Muro & Dinkmeyer, 1980).

Although the reading therapy has a long history, but surely this therapy new developments mean in the 19th century. *First*, the library entered into an important part of the Institute of Psychiatry. In the early 1900 the library began to become an important part in psychiatric institutions in Europe where previously only relied on medical drugs. *Second*, the use of the name of Bibliotherapy. In August 1916, Samuel Crothers first used the term Bibliotherapy in the article in the magazine "the Atlantic Monthly" and from that moment the word medical dictionary entry in Bibliotherapy. According to the Crothers, Bibliotherapy can grow the strength in themselves. Like a scenes of the film, the characters in the book is an actor who can make readers happier if were the actors happy, readers become sad when co-

star hard and so on. Crothes hope that the readings as high quality should be so Bibliotherapy in growing readers new insights, new ideas in life. All this is a process of healing (Shectman, 2009).

In the 1980s and early 1990s of Bibliotherapy has been used extensively-reachclinical conditions like obsessivecompulsive d isorders and bulimia nervosa, compulsive and insomnia. Research also supports the Bibliotherapy as a psychological intervention is widely used as a psychological issue that incorporates emotional disturbances, alcohol poisoning, and sexual dysfunction. In a recent study of tritment against psychotherapy on depression, parents of Bibliotherapy appeared as an effective intervention. Similar results are also expressed by Yucaro (1972) and Kimoto (1974). The influence of reading material to changes in behaviour in General has been demonstrated by researchers who referred to below. Schrank and Engels (1981)--who has been studying the effectiveness of Bibliotherapy from a number of researchers found that the technique is effective in increasing academic achievement, assertiveness, changing attitudes, reducing fears, adjustments in marriage and so on.

In this paper, it is known that during counseling with reading or writing continued with bibliocounseling. After the client is reading a book or a collection of readings, they should proceed with the writing. They take some of the ideas that it thinks are important from reading material. The idea has been written that can be read back or looking back. In an effort to remember the important ideas it Sung. They can use the songs that already exist but are arrayed in the words of that idea or menggubahnyaitself. If they can play one of the instruments, such as guitar,

he can sing with accompaniment of a musical instrument played either alone or together in a group. Next to serves to recall the idea of singing, can make the client live up to the meaning of a reading and smoothing his soul because the music can get into niche-niche of his own beliefs and every heart that has power change someone.

The Nature and function of counseling through further reading, writing, and singing

The actual counseling through reading, writing, and singing is one of unity. As the name implies, this type of counseling begins with the reading of a material that has been prepared by the counselors, followed by writing the contents of these readings then the content was used as the lyrics for a song sung so enjoyable and memorable. The third activity of counselling, in fact first and foremost is the counselling through the reading material. It said such counseling because the message is already contained in material or book readings. So, there are some activities the client: reading material, write the content of material that matches the principal issue, compose poetry, choose a song or write themselves, and sing it.

Nevertheless, to understand one by one, here is the third such counselling activities are defined. Aiex (Forgan, 2002) defines counselling with reading as "the use of the book to aid individuals in solving their problems." Likewise, bibliocounseling means to use the reading of books as a way to heal yourself or solve a problem. A broader definition given by Marrs (1995) that counselling by reading is "the used of written materials or computer programs, or the listening / viewing of audio / videotapes for purpose of gaining understanding or solving problems relevant to a person developmental or therapeutic needs. Its expansion is located on a computer program, hear / view audio / videotip previously only based on a reading material. Counseling by writing or scriptotherapy is the process of writing through a therapeutic way as said by Riordan (Gladding, 2003, p. 111). Counseling through scriptotherapy writing as therapy is an approach or how to help yourself to reduce the difficulties of life, especially those who are not cared for, rejected, or those who have problems that are not resolved or traumatic nature.

While Wright and Chung (Gladding 2003, p. 112) making sense of writing as writing therapy clients whose expressive and reflective. Counseling by singing melodic songs compile

the client is then sung with fervor penghayatan orth at he influenced to follow the content of the verses of the song.

The essence of the five core concepts. The first counseling with further reading, writing, and singing is the planned assistance program. Counselor plan or compile reading materials, told the students rewrite the content of the readings, and ask students to arrange the lyrics and sing it. Second, counseling with reading material, writing, and singing always involves 3 activities i.e., reading, writing, and singing. Thirdly, counselling with reading, writing, and singing covers various areas of life: personal problems, social, emotional, career, health, sex, mental health, and so on.

The Stages of Implementation Bibliocuonseling

The implementation of bibliocounseling is not a direct step on stage read and concludes it outright but preferably through certain stages. Olsen (2007) describe the stages that are frequently used in bibliocounseling:

Counseling by reading
Phase identification

At this stage the client or bibliocounseling participants and counselors identify characters owned by Who am I or through questionnaire about the character or other forms of self-disclosure for example interviews. After knowing the character he shouldget to know the characters of books that fit in with him. The identification of thesematches help students feel a conection with the character (Herbert & Funner, 1997).The more the child find the same characters, the better also the occurrence process identification (Herbert & Funner, 1997). And when the children identify the characters in the book then they are able to bridge the the internal emotions with Chan's performance (Shechtman, 2009). Matches the character with the book, for example, he has a character who likes to fight then he should look for books that have characterized or the contents of one's struggle to reach succesfully. For that school counselors need to provide books that are rich with characters so that the client character distributed.

Stage Catharsis

Catharsis is the disclosure of feelings, emotions, new or secret information during this pent-up through various media such as menceritrakan issues in counseling, poured out his heart on a friend who would listen, composed songs and music, or pouring into his work and art, as well as reading a book. Reading the book is catharsis because the book contains information that can represent a person's feelings. Information that matches the feeling it can lead to

satisfaction or relief as if she has been channeling what felt it into sentences which have writing. What had happened was represented by the characters in the book.

With the release of emotion, bibliocounseling participants can realize that they are not alone experienced a problem, other people are also having the same problem even more severe. At that time, there was "the reconection of feelings andexperiences ."conecting feeling and experience himself and others is this allows catharsis to occur for woman only, there was a great catharsis (Shechman, 1999). Even by Goleman and Ganong (1990) that by reading the book, someone experienced a catharsis so memampu-fuck it up move role and life in vikarius through the experience of others. A stepson that harbored her suffering as if he was the most miserable people in this world. After reading a book about the "Lament Stepchildren" he feels that all her suffering had been completely contained out in that book. His sadnesspeaked when he read:

> "Just came home from school he immediately told to draw water from the well on the side of the House to fill up the tub and bucket-bucket it until it is full. After thathe was told to MOP the House, while children were directly stepmother ate and played, once in a while taunting and throwing the ball, washcloth (Greyson) even rottingfruit to him. After membersikan the House that he eats with a very simple side dish than the sister-his sister. "

Stages of Implementation Bibliocounseling

Implementation bibliocounseling not directly stepped on stage to read and simply walk away but preferably through certain stages. Olsen (2007) describes the stages are often used in bibliocounseling:

Counseling with Reading
a. Phase identification

At this stage the participants counselee or bibliocounseling and counselors identify the characteristics that example by Who am I, or through, a questionnaire on the character or form of self-disclosure that others such interviews. After getting to know the character he or she should know the character matching books with him. Identification of these matches help students feel a conection with the character (Herbert & funner, 1997). The more they find kesamaaan character, the better the process of identification (Herbert & funner, 1997). And when the children identify the characters in the book then they are able to bridge internal emotions with his actions (Shechtman, 2009).

Matches the character with the characteristics of the book, for example, he has the character to like fight then he should look for a book that has the characteristics or content of a person struggle to achieve successful effort. For that school counselors need to provide books rich with characters that channeled the character counselee.

b. phase Catharsis

Catharsis is the expression of feelings, emotions, confidential information that is new or had been buried through various media, for example recounted the sharing issues in counseling, unloaded on a friend who will listen, composed songs and music, or pouring into the work and art, as well as reading a book. Reading books is a cathartic activity because the book contains information that can represent a person's feelings. Information that matches those feelings can lead to satisfaction or relief as though he had channeled what he felt was in the sentences that have been written. What happened was represented by the characters in the book.

With the release of emotion, bibliocounseling participants can realize that they are not alone experienced a problem, others are also facing the same problem even more severe thereof. At that time, there was "the reconection of feelings and experiences." From connecting the feelings and experiences of himself and others is Allows catharsis to occur, there was catharsis (Shechman, 1999). Even by Goleman and Ganong (1990) that by reading the book, a person experiences a catharsis so memampu-it move the role and life in vikarius through the experience of others. A stepson who had been harbored pain as if he is the most miserable in the world. After reading a book about the "Lamentations Stepchildren" he feels that all the misery it has thoroughly laid out in the book. His grief culminated when he read:

> "Just got home from school he was immediately asked to draw water from wells in the side of the house to fill tubs and buckets to the brim. After that he was ordered to mop the house, while the children's stepmother immediately eat and play, occasionally taunt and throw the ball, cloth (rags) even rotten fruits to him. After cleaning the house before he ate with a very simple side dish instead of his half brothers. "

He clutched the book to her chest, hugged tightly as if "people" who have to accommodate all her laments. The book was even kissed. So he has experienced katarsir in bibliocounseling.

c. phase understanding

The understanding here is not just an understanding of the content of the book but more than that the excuse (insight) behavior contained in the book. Understand here also means accepting or

approving behavior in the book. For example in the book diceritrakan about people who have high achievement motivation but economic support is very minimal. The man was helped landlady raking leaves, membersikah home, and a bathroom with the purpose of paying half of that money boarding. He was so careful with their remittances erratic father. He just eat (rice and side) once during the day, next only eat snacks, and evening meal sticky glob. All this is understood by the participants bibliocounseling. So participants understand the excessive frugality.

After understanding, should a transfer. What moved? Behavior or good role models should be transferred to participants bibliocounseling. Good behavior had now moved into his Yanto, Anton hers, hers Ahmad and so forth.

Conversely, if bibliocounseling recounted the sharing of failure of a person in college because someone extravagance that such behavior should not be moved to the inside of the participants. Although it is not transferred to him, but the participants also need to understand that in life, there is only ugliness, injustice, wasteful nature, jealousy, hate, lazy and so forth.

d. phase universalization

During the phase of universalization children realize they are not alone in seeking to have experience in a similar situation, but others are also experiencing. Through bibliocounseling children realize that others feel the emotions they experienced. Through the awareness that others have experienced the same struggles, the child can have a sense of normality (Coleman and Ganong, 1990). It is normal for people to live that there is a problem, and it turns a lot of people experience. Universalization make participants understand that they are not alone. There are others who are also trying and trying hard. This is what gives the reader a sense of hope, unity and normality.

According to Marlowe and Maycock (1998), bibliocounseling can be used by teachers to follow the procedural step 6 as follows:
1) Describe the back book: feelings there is important to the characters in the book, portraying characters and situations that are relevant to the issues being discussed.
2) Exploring the events of the contents of the story came with the aim of facilitating the transfer of feelings to the students in the class, and then connects the feelings in ceritra with feelings of students, if they experience it. How to connect with a

means of holding the identification of those feelings so that it becomes easier to understand and feel alive.
3) Encourage the group to identify similar situations in real life or derived from other books that can expand the actual experience.
4) Provide an opportunity for the group to explore the consequences of an act or certain feelings and recapitulate what has happened as a result of feelings or actions that.
5) Provide an opportunity for the group to draw conclusions or make generalizations to specific actions in specific situations that have negative and positive effects.
6) Provide an opportunity for the group to determine the effectiveness of some desire or action in certain situations.

Almost similar to the Marlowe and Maycock, Laurie Jake calls the basic procedures in implementing bibliocounseling:
1) Motivating individuals or groups with an introductory activity
2) Provide the time to read the material bibliocounseling
3) Provide time for reflection
4) Provide a time to discuss the follow-up, using the questions that drive someone from memory literal / reading of the information through the interpretation, application, analysis, synthesis, and information
5) Conducting evaluations and directing an individual or group to closing phase that involves both the evaluation by the practitioner as well as a self-evaluation of each.

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2. Counselling Writing

There are several ways to write as follows.
Writing with the goal of understanding the content of reading.

Writing to understand the contents of the reading can be done by: inductive, deductive, or deductive-inductive-deductive.
1) How Inductive: for example, take the example of the figures in the reading

Amir in the house like mad so it is not familiar with his children
In a class discussion, Johni emotions so as not invited groups
Sulastri like questioning the little things that friends avoid dealing
----
Conclusion: So emotional person has no friends
Reflection: Then I should memperibaiki himself from emotional

2) How Deductive:
   At best people are smart, diligent people better
   Siti clever but too relaxed so that its value decreases
   Anton intelligent person high but not collect duties
   Budi praised the teachers for doing all the numbers matter even though there was nothing wrong
   Esti learn regularity, and can do all the questions well.
Reflection: It is idela are smart and diligent. But because I was not too smart, I better be diligent.
3) Writing in a way Deductive-Inductive-Deductive
Deductive: Your future is determined by what you do now
Inductive: Budi diligent saving
   Shanti learn skills
   Rahayu choose a college, works just married
Deductive: So the success of your life is determined by what is done now
Refflexion: Do I already like them ....? So now I've started your job?

b. How to develop their own ideas after being inspired from the content of reading
This method is carried out by following the formulation of the main ideas on a topic sentence. Then write down ideas supporters, and ended with conclusions.
Main idea: The success of life is determined by good habits.
Supporting idea: healthy habits
   The habit of working hard
   Habits improve ourselves

Concluding: Habit forming work ethic, subsequent productivity.

c. Writing with cluster
   As said by Adams (Gladding, 2003, p.113), after reading a book, for example, about the feelings of anger, a client learning to write classify a word that has a relationship. For example angry words relate to other people, places, weather, time and so forth.

3. Counseling with Singing
   As has been said earlier that singing is the last activity after reading and writing. The stages in singing as follows: a) gave the title track, b) searching for songs that can inspire the hearts, c) arrange the words, d) sings with a full appreciation. For example, the following songs by taking the title Koes Plus songs titled: "If You Come BACK. Changed to the following titles.
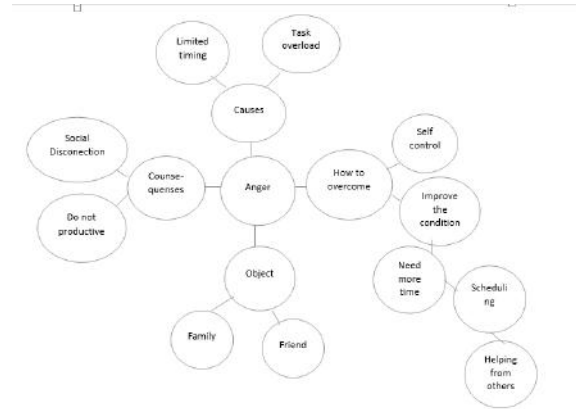
Figure 1: Clustering the Word

D. Counseling Techniques Reading, Writing, and Singing

1. Counseling with Reading
   Counseling techniques by reading the simplest is the counselor assign members to read a particular reading material. This technique is no good discussion among members as well as members of the group leader or counselor and vice versa. This technique is only equipped with simple instructions, for example read a book: "How to Eliminate Shyness" by calling the author, publisher, and pages as needed. While engineering professionals typically include a discussion with the group leader. The technique is equipped with: (a) provide advice to the counselee to read books at home, (b) reading a reading along with a person or group counselee during the counseling activities, and (c) together with the counselee to discuss the meaning of reading material balk concerning the lives of the characters in literature nor the counselee's life itself. In counseling with reading techniques can be used as follows:
a. Manage your own. The technique refers to certain conditions so that the counselee receive reading materials and does not make contact with the officer or leader of the group after the initial and final assessment. Understanding the conditions in this case is no contact. For example, a counselor launch an assessment instrument to determine kebututuhan-specific needs of the students. The assessment is based on some of the students would need to obtain a lot of information and the systematic use of time by some people succeed. In information services, counselors encourage students who want to use time efficiently to read a book that recounted the sharing of it. Then Jackie came to see a counselor to borrow a book. Yanti to be given two weeks to read it. When finished reading, counselors provide further assessment to Yanti to note progress in the use time

efficiently. After that there was no longer in contact, regardless of Yanti already making progress or not.

b. Minimal contact. This technique refers to the condition of minimal contact in the sense counselee rely more on reading materials but some times they come into contact in the form of correspondence, telephone or occasional meetings with officers trained professionals or paraprofessionals. If Yanti as on the type bibliocounseling manage themselves agree with counselors hold minimal contact then he should ever meet with a counselor for recounted the sharing how far he was influenced by the book and is there any effort has been initiated to use time efficiently.

c. Manage-therapist. This technique refers to the conditions counselee not only receive reading materials but also met regularly with the group leader or the person regularly to discuss the material and get help in applying procedures or advice from the reading material. If Yanti in the above example allow counselors to work together to manage itself in a set time then he held a meeting with a counselor on a regular basis, for example once a week on a scheduled basis by monitoring certain aspects to determine the stages of progress.

d. Tutorial-therapist. This technique refers to the traditional model and weekly interviews so that contact is the sole basis for implementation of group counseling. Bibliocounseling this type are usually carried out in the space of individual counseling or group counseling room. In this room counselors routinely trains students on how to have the confidence to speak in diksusi group or class. This type of exercise rely so counselee can progress, for example in terms of candor, ekspresf, submission of ideas, supports the idea, arguing the ideas of others. Only rely on reading and reading may be slow so that the necessary training with real situations.

2. Reading

There are several ways to read as follows.

a. Read by skimming. How to read the reading is possible in counseling because of lack of time or the client is willing to change but he just wants to know the contents of the book at a glance. Clients are more concerned with other activities after learning the contents of the book. Other activities that for example the discussion of what will be done.

b. The reading scanning. The way to read this is necessary for clients who want to understand the contents of the book in detail.

c. Reading by way of overview, reading, record, Recite (O3R).

Overview: Reviewing the contents of the book as a whole
Reading: Read the entire chapter, or book section
Record: Record the contents of the book
Recite: Explain what the contents of the book.

3. Singing

Actually there is no singing techniques required. Someone can sing the a cappella singing without accompaniment. This is usually done by spontaneous but the words come from the clients themselves. It could also sing with the accompaniment. Cheap musical instruments to be used is with the guitar. One can appreciate the content of reading with a song or sing other people's songs but with their own words. The following are ways to sing with the accompaniment of piano, guitar and some other instruments. But this requires planning and involves several people at once so that a control group. Goodness all members involved but who are not able to play a musical instrument will be hard so he quite accounted for voice.

Great singing is soulful, it mekhanis necessarily fill those words soak into the heart, down to the subconscious and mekhanis also can form a personality. Although by whistling or humming, but sung every day that an old client kelamnaan will change according to the song lyric.

PROMISE FOR LEARNING

Intro: G Am D G
G Am
Too beautiful forgotten
D G
Too valuable to be missed
C D
Once I know the meaning
D G
Which have me ignore
*
G Am
How my heart is sad
D G
Remembering the time wasted
C G
Setulus me your guidance
D G
Wherever you are advised
G Am
Suppose I realized
D G
What will I do now
Em Am
Is there a way that you give
D G

For I diligently studied
**
G Am
Lighting full moon
D G
As beautiful and I diligently laerning
Em Am
Learn to continue until later
D G
This song is my promise

E. Closing

Counseling through reading, writing, and singing is a unity that starts with reading a material that has been prepared by a counselor, followed by writing the contents of the reading, then the content is used as lyrics to be sung so enjoyable and memorable. So, there are some client activity: reading material, writing of content that matches the subject matter, composing poems, songs or compose their own choosing, and sing.

In counseling to read there are several stages. Phase identification: the counselor to identify the characteristics that client. Phase catharsis: the counselor to express feelings, emotions, confidential information that is new or had been buried through various media, for example recounted the sharing issues in counseling, unloaded on a friend who will listen, composed songs and music, or pouring into the work and art, as well as reading book. Comprehension stage is to understand the contents of the book and understand (insight) behavior contained in the book. Phase universalization is a client realize that they are not alone in seeking to have experience in a similar situation, but others are also experiencing.

After reading the book, the client began to write the contents of the book. There are several ways to write as follows: write with the goal of understanding the content of reading can be done by: inductive, deductive, or deductive-inductive-deductive. The following are ways to develop their own ideas after being inspired from the content of reading through writing the main idea in the topic sentence, followed by the supporting ideas, and diakhiriri with conclusions. Another way is to write to the cluster that classify a word that has a relationship. For example angry words relate to other people, places, weather, time and so forth.

Fill material which was written to serve as a song lyric. The poem can be sung either without accompaniment or with accompaniment of musical instruments. Cheap musical instruments to be used is with the guitar. Expected menyannyi clients with a full appreciation that the meaning contained within the song lyric can diresapinya and slowly but surely be able to transform itself and form a spirit.

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ENTREPRENEURIAL-BASED PARTISIPATIVE TRAINING THROUGH BUSINESS PARTNERSHIP MENTORING FOR LOCAL COMMUNITY ECONOMIC EMPOWERMENT IN KARAWANG

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ABSTRACT

The purpose of this study is to examine the planning, the implementation, the evaluation, the outcome, and the impact of Entrepreneurial-based partisipative training through business partnership mentoring for local community economic empowerment in Karawang. This study used qualitative case study methodology. The data collection techniques involved observation, interview and document analysis. The data were obtained through interactive model comprising data collection, data reduction, data display, and conclusion drawing/verification. The results reveal that (1) the planning of Entrepreneurial-based training engaged the learners to identify the business needs, natural resources, social environment, culture, and community potential as business partnership mentoring, (2) the training was carried out by exchanging learning and working experiences among the learners and society as business partners, (3) the training was evaluated through the learners' learning and working experiences, (4) the training improved the learners' entrepreneurial knowledge, attitudes and skills, (5) the impacts of the training raised the community economic empowerment signed by the increament of the learners' earned income.

Keywords: partisipative training, entrepreneurial-based, business partnership mentoring

Entrepreneurial-based partisipative training is any organized activities ranging from planning, implementation, and evaluation on the path of non-formal education which aims to provide specialized services to the participants to achieve the goals of learning and trying. Flippo, E B. (1990) argues that "training is the act of increasing the knowledge and skills of an employee for doing a particular job" (training is the act of increasing the knowledge and skills of an employee to perform a specific job). Simamora, H. (2005: 287) defines training as a series of activities designed to improve the skills, knowledge, experience, or a change in the attitude of an individual. Goldstein and Gressner (1988) in Kamil, M. (2009: 6) gives a definition of training which emphasized the implementation of a training place. They define training as a systematic attempt to master the skills, rules, concept or way of behaving that have an impact on performance improvement. For example, training for office work, training setting cultivated as closely as possible with the actual work environment.

Strategy of entrepreneurial-based partisipative training is a society economic development that emphasizes economic growth led learners by utilizing local potentials to improve the welfare of society. The entrepreneurship development strategy that uses a territorial approach that relies primarily on the needs, potential, and local actors of a certain area (locality). (Arsyad, L., Satriawan, E. et al, 2011: 95). Participatory training is a way in which to increase cooperation and participation in decision-making. This approach has been applied in the development of training and development planning team. Participation is the basis development of learner interaction with the environment to strengthen the duties and functions of the organization. (Sumpeno, W. 2009: 124).

Strategy of participatory training based on the principles that learning is based on learning needs (learning needs based, goal-oriented learning activities (learning goals and objectives oriented), centered on the participants (participant centered), and based on experience (experiential learning). The process of participatory learning compiled and implemented by departing from the things that have been learned in the form of knowledge, values and skills of participants as well as from the experience of participants, both from experience in the tasks of daily work and real experience is lifted from the task or job learners. From the principles of the apparent involvement of society as learners in planning (participatory planning), participation in planning implementation (participatory implementation), and participation in evaluation planning (participatory evaluation) (Sudjana, D., 2004).

Entrepreneurial-based partisipative training is undertaken to address issues such as handling with

formal education lack of success in improving functional skills to develop society entrepreneurship. Non-formal education that integrated by learning activities entrepreneurial-based partisipative training, both in industry and trade and also services, according to the needs of learners and the resources available in their environment, basically has touched guiding and entrepreneurship development (Sudjana, D. 2004: 130).

In the planning stage of participatory training based entrepreneurship in Karawang, program managers: first, help prospective business group of society diagnosing learning needs to be achieved. Purpose of identifying the learning needs of the business as a whole is to improve the knowledge, attitudes and skills that want to be acquired by business groups of the society. The involvement of society groups to identify learning needs, sources and possible barriers to entrepreneurship programs into one unified society in the implementation of an entrepreneurial-based partisipative training. In determining the learning needs of business, the experience factor from a business groups of society becomes a social capital that is very important to note. In designing the learning experience of this business entrepreneurship training manager helps business groups to apply principles of society organizing learning materials and help the business group to determine the model of entrepreneurial-based partisipative training that will be pursued.

In principle, the planning has the function: 1) to reduce the obstacles and wastage, so all that is included in it can be used as well as possible, 2) as a service in the form of the procedure in the process of achieving goals, 3) as a counterweight rather than components involved in it. Planning is the initial part of the entrepreneurial-based training management to enhance the economic empowerment of the society.

In the planning stage based training in entrepreneurship, society entrepreneurship program managers implement *first*, to assist society groups preparing the training purposes. The aim is to: a) give directions of learning activities of business, b) as the basis for the implementation of training and procurement elements of the right to learn the business, and c) as a measure of entrepreneurial training evaluation activities. Furthermore, managers and society business groups jointly select priority business learning objectives to be achieved based on the the problem, the support and resistance provided or to be provided. In addition, the participation of all parties in formulating the learning objectives were

conducted to determine the program components, such as the training of trainees, trainers, learning materials, processes, evaluation tools, facilities, tools, and training costs.

Second, to help society to prepare business group business group society. Good situation involving a group of business society in the planning of entrepreneurship training is when the training activities conducted in a limited group. Entrepreneurial-based partisipative training takes place effectively and efficiently if the number of members of the group is not too large. Among group members can teach each other, so that each can be a learning resource for studying entrepreneurship program implemented in the society. The business group business community in the implementation program contains four characteristics, namely presence of togetherness needs and motivations, reactions and different skills, organizational structure, and group norms (Sudjana, D. 2004: 136). *Third*, create a society entrepreneurship program (to prepare and establish) learning materials, methods, techniques, timing, evaluation, tools and facilities process of entrepreneural-based participative training.

Learning activities and business were prepared jointly between business groups and managers. The role of entrepreneurial program managers assists business groups in conducting learning and business. Involvement of learning resources as the manager of society entrepreneurship to create a situation entrepreneurial-based participative training aims 1) to help the group of business society and business to create a climate conducive learning. In the efforts to create a climate of learning, learning resources together with business groups to prepare study materials, determine the facilities and tools as well as fostering intimacy between business groups, and 2) assist the business group in conducting entrepreneurial-based participative training measures. Elaboration of the classification learning activities into a sequence of steps the learning activities will determine the manner of election of appropriate learning techniques and determination of appropriate learning materials to achieve the goal of learning and business.

Stage assessment of the results entrepreneurial-based training includes three aspects are interrelated. *First*, changes in the living standards of business groups on employment, income, health, and so forth. *Second*, efforts to teach others towards the acquisition of learning and business to do was perceived benefits. *Third*, the business society group participation in community economic development activities.

The impact of entrepreneurial based training for society business groups regarding the results achieved after the training program. Expected

impact after business groups society to follow entrepreneurial training process is the changing standard of living marked by the acquisition of job opportunities or entrepreneurship, acquisition or improvement of income, health and personal appearance.

Entrepreneurship is the attitude and behavior of entrepreneurs. Entrepreneur is the person who is innovative, anticipative, initiative, risk-taking and profit-oriented. This means that entrepreneurship is an attitude and behavior of people who are innovative, anticipative, initiative, risk-taking and profit-oriented. (John Kao, 1991: 14) in Sudjana, D. (2004: 131)

Based on these thoughts, and supported by the implementation of entrepreneurial-based partisipative training in Karawang to suit the aim of entrepreneurship development society. Therefore, it is considered important the synergy between business group society and the other business partners that have the same attention to efforts to solve the problems with the economy the focus of society attention to the business group. In connection with that, assistance for business partners to the program of entrepreneurship business group society can develop a pattern of assistance needs to be implemented optimally.

METHODS

This study was conducted using qualitative approach as it aims to describe and analyze the facts with the correct interpretation of the main phenomenon are explored, study participants, and the study site. The purpose of the research about entrepreneurial-based partisipative training through mentoring business partner for society economic empowerment in the Karawang regency is written in terms of "technical" research that comes from the language of qualitative research (Schwandt, 2007 in Cresswell, J.W, 2013: 167). This approach is used because it is more convenient to deal with reality, and presents the direct nature of the relationship between researcher and respondent, more sensitive and more able to adjust to a lot of sharpening influences together to patterns of values encountered (Moleong, 2004: 5).

The method in this research is a case study, namely a study to obtain a description of the case in detail, the analysis of the theme or subject, and the interpretation of the researcher or the confirmation of cases. This interpretation can be called a "lessons learned" (Guba and Lincoln, 1989 in Milan, M. and Schumacher H, S, 1997: 57). Through this case study researchers tried to reveal and analyze the data

in detail about the entrepreneurial-based partisipative training through assistance for venture partners for society economic empowerment in Karawang regency. The subjects consisted of the organizers, a trainer entrepreneurship, and three trainees from the society in Karawang regency.

For collecting data used in this study include observation, a deep interview, and analysis of documentation as a source of data that can be accounted triangulation accuracy. The research stage is implemented through three stages: stage 1) orientation to get information about what is important to find, 2) exploration to define something in a focused way, and 3) the stage member check, to check the findings according to the procedures and obtain the final report (Nasution, 1996: 33-34). To analyze the research data conducted analysis model Miles, M.B. & Huberman, M.A. (1992: 19-20), which is an interactive model. The step of the analysis include: 1) the collection of data (data collection), 2) reduction of data (data reductionaI), 3) display the data (data display) and 4) conclusion / verification (conclusion/verifying).

RESULTS AND DISCUSSION
Planning of Entrepreneurial-Based Partisipative Training

Seen from philosophy of science, that the phenomena of the training program can give rise to three questions. First, in terms of ontological, (what is the training?). Second, in terms axiological, (whether the real benefits of the training?). Third, in terms epistemological, (how to assess and develop the training?). (Sudjana, D., 2007: 2). More specifically, from the perspective of education, the development of training programs to invite some of the questions include whether the distinction between education and training, where the position of training and education if both are interrelated. Ontologically, the notion of training according to Friedman and Yarbrough (1985: 4) in Sudjana, D. (2007: 4) that training is a process used by organizations to meet their goals. It is called into operation when a discrepancy is perceived between the current situation and a preferred state of affairs. The trainer's role is to facilitate trainee's movement from the status qou toward the ideal.

In general, the training program implemented through the planning, implementation and assessment. In the planning stage entrepreneurial-based partisipative training conducted trainers process familiarity, identification of learning needs, learning resources and possible barriers to learning, the formulation objectives of the entrepreneurial-based partisipative training and the development program of entrepreneurial-based partisipative training. In essence, planning is a conscious effort, organized, and continuously performed to select the

best alternative from a number of alternative measures to achieve the goal (Waterson (1965) in Sudjana, D., 2004: 61). Planning based entrepreneurship training program in Karawang regency began with the recruitment of trainers who have the qualifications and competence in the field of entrepreneurship/ entrepreneur.

Planning of entrepreneurial-based partisipative training in society economic empowerment among others useful for managers of entrepreneurial training for: 1) to help identify learning needs efforts made jointly organized and managed by business groups society, 2) help to implement assistance from the manager to boost the learning process of business more rely on components companion in seeking changes in the behavior of entrepreneurship business groups society, 3) help implement assistance to a group of business society who are more oriented towards learning objectives business that the results can directly be used by business group of society in improving their quality of life and develop participation in efforts concerning the interests of society, 4) help implement the assistance that focuses on the resources available in the society either source of human, or the nature resulting in mutually harness between business groups society and the environment, 5) help implement the assistance more attention in terms of human societies to appreciate the potential and capabilities owned and the emphasis on society business to harness the potential and displays the ability to perform activities of thinking and doing in order to achieve the learning objectives business belongs to them in organizing society entrepreneurship program (Sudjana, D. 2004: 144).

Implementation of Entrepreneurial-Based Partisipative Training

Michael J. Juicus (1972) in Kamil, M. (2009: 3) argues the term training is used here to indicate any process bay wich the aptitudes, skills, and abilities of employes to perform specific jobs are in creased. On the implementation of trainingbased entrepreneurship in Karawang regency, the role of program manager society entrepreneurship is to: 1) put themselves in positions that are not all-knowing, but use the principle of mutual teaching, 2) help the business groups in implementing the learning activities based on the learning needs deemed necessary, important or urgent by the business group, 3) motivate business groups to participate in drawing up the learning objectives, learning materials and steps to be taken in learning activities and business, 4) puts his position as business groups to learn from each other in the learning activities and

business, 5) together with a group of business conduct mutual learning and business, namely exchanging ideas about the content, processes and outcomes the learning activities and business and on ways and measures development-step learning experience business in the next period.

Furthermore, the manager of entrepreneurship training program 6) helps business groups to create a situation of learning activities and a supportive business, develop the spirit of learning business together and exchange ideas, and 7) develop the learning activities business in groups by taking into account individual interests, helping business groups to optimize the response to stimulus encountered in the learning activities business, 8) encourage business groups enhance the spirit of achievement, which is always eager for the most successful, the spirit of competition, not run away from challenges, and oriented towards a better life in the future, and 9) encourage and assist business groups to develop problem solving skills are lifted from their lives so that they are able to think and act on the world lives.

Training entrepreneurship based on the path of non-formal education is a learning process and business for society business groups to acquire functional skills that are useful to enhance the living standard, especially the economy. Entrepreneurial-based partisipative training interpreted as an attempt to include a business group manager community in the learning activities and business. Participation of the business society is realized in three stages namely planning program (program planning), implementation of the program (program implementation) and assessment program (program evaluation) (Sudjana, D. 2004: 129).

The training method is a common way of classification activity or learners in the training activities of non-formal education pathways. Training techniques are steps or specific ways used educators in each training methods. In the implementation of entrepreneurial-based partisipative training, methods used individual and group. While some of the training techniques used: a) tutorial, b) individual counseling, c) internships, d) discussion, b) simulation, c) working groups, d) troubleshooting, e) play a role, and so forth. (Sudjana, D. 2004: 169-170).

Assessment of Entrepreneurial-Based Partisipative Training

Assessment stage of entrepreneurial-based partisipative training is important to know the success of society entrepreneurship program in the path of Non-formal Education. Assessment conducted to collect, process and present data or in the information that can be used as an input in decision-making (Sudjana, D. 2004: 130). Assessment of society entrepreneurship program

was implemented jointly between business groups and managers. Through this assessment, the business group society know the changes that have experienced and achieved by them through the learning and business. The achievement of learning objectives will affect the business group in two ways. First, they have a view on the level of ability that has been achieved through the learning activities and business. Secondly, they are expected to make a new behavior that has owned it becomes current level of ability that will be developed at a later time in order to achieve a better ability in learning and business.

Result of Entrepreneurial-Based Partisipative Training

Dearden (1984) in Kamil, M. (2009: 7), stated that the training basically involves teaching learning process and training aiming to achieve certain levels of competency or efficiency of work. As a result of the training, participants should be able to respond appropriately and appropriate given situation. Often the training is intended to improve the performance of which is directly related to the situation. Dearden prefer to use the concept of competence (competences) compared the performance (performance). He limits the concept for the purpose of preparing the participants to act on situations that usually occur, and apply at the time of job responsibilities, both workloads more complex and simpler.

In the context of this study, the theory of training used to refer to the opinion of Robinson (1981: 12), which suggests that the training is teaching or giving it to someone's experience developing behavior (knowledge, skills and attitudes) in order to achieve something to be desired. Entrepreneurial-based partisipative training society has dimensions of empowerment of local society. Training based on local potential as an empowerment process is not simply process of delivering curiosity and skills, but rather to put more emphasis on efforts to lift and develop the ability of the society (society learning). In improving the ability of knowledge, skill and attitude, the training process is expected to resolve or troubleshoot problems people face in their lives. Training as an empowerment process also emphasizes the critical ability of learning society in analyzing each situation of economic, social, and political that faced, and further develop their own skills in order to improve their standard of living (Kindervatter, S. 1979: 12 13). Thus they are not subject to the

authority of someone or other parties both economically, socially and politically.

Marzuki, S. (2009: 12) argues there are three main purposes of training, which fulfill the needs of the organization, gain understanding and a complete understanding of the standards and work with a predetermined speed and in a state that is normal and safe, and help leaders in the organization carry out their duties. Nadler, L. (1982) in Sudjana, D. (2004: 104) argues that the purpose of the training is essentially an a statement outlining a proposed change will happen to the trainees, which changes after the participants completed their learning experience in training. More detailed the training objectives can be given meaning as a definition of results ie the output (outputs) and impact (outcomes) to be achieved by training. Referring to such understanding, it can be argued that the purpose of the training is an overview of the expected behavior can be achieved by the trainees after following the training. The purpose of this is seen as an accurate yardstick for the achievement of a training program.

The changes an entrepreneurial attitude to the business groups society, which became true entrepreneurial training purposes. The purpose of this entrepreneurial contains nodes associated with the new concept, the management, creation, prosperity, and overcoming the risks, and harness the entrepreneurial skills in developing entrepreneurship. For business groups society is to develop the business in accordance with the potential to be in the environment. Enterpreneurship is the process of creating something different with vaule by devoting the necessary time and effort, assuming the accompanying financial, psyhic, and social risk, and receiving the resulting rewards of monetary and personal satisfaction and independence. Hisrich-Peters (1995: 10) in Alma, B., 2004: 26).

Entrepreneurial behavior is a description of the nature or characteristics possessed by entrepreneurs. Astamoen, M.P. (2005: 53) argues that the characteristics of people who have an entrepreneurial spirit are: 1) have a vision, 2) creative and innovative, 3) being able to see the opportunities, 4) orientation on customer satisfaction or customer, profit and growth, 5) dare to risk and strong competitiveness, 6) fast response and fast motion, and 7) with the social spirit of generosity (phylantrophis) and spirited altruist.

Drucker, P.F., (1994) suggested that entrepreneurship is an ability to create something new and different (ability to create the new and different). Entrepreneurship is a translation of "entrepreneurship", which can be interpreted as "the backbone of economy", ie the nerve center of economy or as a 'tail bone of economy', ie controlling the economy of a nation (Wirakusumo,

S. (1997: 1) in Suryana, 2007: 4). Winarto (2004: 2-3) argues that "entrepreneurship (entrepreneurship) is a process of doing something new and different with the aim of creating prosperity for individuals and adds value to society."

Behavioral changes of entrepreneurship for business groups society is a process of interaction between input raw (raw input), input medium (instrumental input), input the environment (environmental input), process (process), output (output), influence (impact) and input other (other inputs). All components interact in stages of entrepreneurial-based partisipative training, begin from planning, implementation, assessment, outcome, and impact on the economic empowerment of the business society. To conduct participatory training for the empowerment both conceptually and in implementation need guidance. The concept for the assessment of empowerment can adopt and Wandersman Fetterman (2007). The concept of this assessment is more directed to the evaluation of the factors explicit rather than implicit. Fetterman delivered 10 principles in the evaluation of empowerment, namely: 1) improvement, 2) community ownership, 3) inclusion, 4) democratic participation, 5) social justice, 6) community knowledge, 7) evidence-based strategies, 8) capacity building, 9) organizational learning, and 10) accountability. (Fetterman and Wandersman: 2007).

Impact of Society Economic Empowerment

Entrepreneurial-based partisipative training for society business groups give a direct impact, especially for people by giving a direct experience of working practices and businesses, the development of creativity, and facing economic crisis. Entrepreneurship training for society business groups can give people an opportunity to change the profile and style of management and decision making in the structure of society economic development in the region. This means that society can independently implement more tasks and roles with a number of challenges faced and access control to a variety of economic development programs implemented (Sumpeno, W. 2008: 47).

Self-reliance entrepreneurship is a mix of competencies and knowledge, attitudes and skills possessed entrepreneurs. Self-reliance entrepreneurship is reflected in someone who has an entrepreneurial spirit. In a business context, Zimmerer T.W., (1996) in Suryana (2007: 2) argues that "entrepreneurship is the result of a disciplined, systematic, process of applying creativity and innovations to the need and opportunities in the market place". Attitudes and behaviors disciplined, creative and innovative in meeting the needs and

opportunities in the marketplace is a picture of self-reliance someone who has had an entrepreneurial spirit.

Sudjana, D. (2004: 20) argues that "the impact is the level of achievement of the goals and objectives of learning". The general objective of learning basically become the main directives for the organizers of the program and is a measure of the success of the learning program. Impact is a powerful influence that brings consequences, both negative positive to a person's life. The positive impact of the expected group of community business after acquiring knowledge, skill and attitude entrepreneurship is opening of opportunities to increase the income of life.

The impact of entrepreneurship based training is the economic empowerment of society. Economic empowerment of the society, if it is viewed in the concept of society development on the economic side, in line with the concept of empowerment in society development discourse always be associated with the concept of independence, participation, networking, and justice that basically placed on the strength of the individual and social. Empowerment is defined as understanding the psychological effects of individual control on the social, political powers and rights accordance with the laws (Rappaport, 1987). Empowerment as a process of decision-making by people that consistently implement them (McArdle (1989) in Wisdom, H. 2010: 3). Furthermore Ife suggests empowerment is an effort to provide autonomy, authority and confidence to every individual in an organization, and encourage them to be creative in order to complete the task as possible. Empowerment is a process of helping disadvantaged groups and individual to compete more effectively with other interests, by helping them to learn and use in lobbying, using the media, engaging in political action, understanding how to work the system, and so on (Ife, 1995).

Society empowerment is one of the ways the activities that empower people to become independent. Empowerment viewed of the origin of the word empowerment (empowerment) and empowering (empower) means giving power, transferring power or delegate authority to other parties and also to give the ability or empowerment (Rashad & Suparna, 2003: 43). Further Slamet (1992: 52) states society development is another expression of the purpose counseling development. Thus the process of empowerment is not only implemented in a short process to empower a society to make them powerful.

Assistance Business Partners In Society Economic Empowerment

Entrepreneurial spirit that monitored and nurtured for assistance by business partners include motivation, willpower, responsibility, cooperation, communication and others. Monitoring business performance seen among others by the report of cash flow of a business, market reach, business

networks, the number and quality of adequate labor, an increase in turnover and assets. The role of business partner as a companion are: 1) to provide motivation for entrepreneurship, 2) provide an alternative solution to the problems faced by business groups both problems business and personal problems that affect business success, 3) if necessary to facilitate / mediate between business groups society with other parties for the business development, and 4) monitoring and evaluation of the improvement of the entrepreneurial spirit and business performance.

Method of assistance was done in co-venture partners jointly managers of entrepreneurial training to facilitate: 1) a scheduled meeting between the business group with business partners in business location each group, 2) a scheduled meeting between managers of entrepreneurial training with all business partners and business groups to deliver various obstacles and facilitate the establishment of networks between business groups society.

In a certain period of time there was a meeting business partners to discuss: 1) the development of the overall business, 2) sharing of information between business partners, 3) the possibility of synergy between business groups society. Various tools are used in the assistance of business partners include: 1) Budget Plan and Work Plan that has been made in the beginning of the program, and the monthly report of business development.

CONCLUTION AND SUGGESTION
Conclusion

Planning of entrepreneurial-based partisipative training in Karawang, conducted in which managers of program identify to diagnose learning needs of businesses that want to achieve. Helping business group societies prepare business group society, and develop entrepreneurship programs by preparing learning materials, methods, techniques, timing, evaluation, tools and facilities process in entrepreneurial-based partisipative training.

Implementation of entrepreneurial-based partisipative training created situation relationships between members of the business group open to each other, intimate and targeted. Trainer creates interaction between business groups, learning resources and managers through horizontal relationships (parallel communication), emphasizes the involvement and participation of business groups, and training approaches centered on the business groups in the preparation of learning materials and business.

The assessment was conducted for the improvement of aspects of knowledge, skill and attitude entrepreneurial groups of society. These three aspects are related to change the living standards of business groups on employment, income, health, and so forth.

The impact of entrepreneurship training for business groups society are the change of the standard of living marked by the acquisition of job opportunities or entrepreneurship, acquisition or improvement of income, health and personal appearance.

Optimizing the role of business partner as the assistant is implemented through the efforts giviing motivation for entrepreneurship, giving alternative solutions to the problems faced by business groups, facilitate / mediate between business group society with other parties in the context of business development, and monitoring and evaluation of the performance improvement of the group business.

Suggestion

Based on the research results, suggestions are given to the managers of community entrepreneurship: first, develop a business partnership in accordance with the local potential owned by each member of the business group. Through the development of business partnership is expected to increase their participation in entrepreneurial activity according to the potential, capabilities and business types are developed.

Second, the manager of the entrepreneurial society to give assistance to provide access to the Bank's capital assistance for members of business groups with a low repayment rates to increase their production.

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PRINCIPAL EMPOWERMENT THROUGH SOFT SYSTEM METHODOLOGY APPROACH

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ABSTRACT

Empowering human resources (HR) is directed to improve the productivity of organizations, including educational institutions. The principal is the key (key person) in improving the productivity and quality of school education. Soft Systems Methodology approach becomes one of the alternatives that can be applied to develop a model of principalse mpowerment. According to analysis by the soft system methodology, empowering principals with regard to: (1) how to create a good working climate; (2) decision making; (3) self-confidence; (4) Facilities; and (5) exercise its authority as a leader in school education. These five factors influencing the creation of the workplace, psychological conditions, organizational commitment, and the presence of a leader in leading the organization.

Keywords: empowerment of principals, soft system methodology

The headmaster of an educational leader has an important role in improving the quality of schools. The principal as formal leaders have a duty to mobilize all human resources (HR) in the schools in order to achieve school goals effectively and efficiently. The principal as leader of his school as a determinant of successful implementation of the program. Empowerment of principals is essential to support the performance of the institution. Empowerment principals empowering staff refers to the concept that aims to improve the performance of the institution in achieving its objectives. Human resource development in schools requires principals to focus on all the components that exist in the schools.

Besides the principal must also understand the kind of work that is within the scope of school management. Empowerment principal is a systematic effort to empower principals to use his ability. Based on the context of the management of education, the school principal is one of the human resources of the school and has a strategic role in the organization of educational institutions. The school principal as individuals certainly has the ability and the inherent behavior. Empowerment of principals in line with efforts to improve the quality of education continuously. Strategy of empowering the principal emphasis on the ability of principals to put forward the idea; communication skills; mobilize and optimize the human resources of the schools; and the ability to lead in the field of learning.

Empowerment school principal is an effort to develop the ability of principals such as aspects of leadership, managerial ability, communication skills, and ability to nurture teachers. Empowerment principals optimally be a determinant of school success in improving the quality of school education. The school principal has the task of optimizing all the resources of the schools in order to improve the quality of school education. The opportunity to develop a school to become a truly effective school would require creativity adequate leadership. The ability and willingness will appear when the head of the school can open widely to seek and absorb resources that could encourage managerial change, and presumably the basic concepts for such changes is available widely in the areas outside the field of education itself.

DISCUSSION

Empowering Principals

Empowerment, comes from the word that means power, strength, ability. Merriam Webster states empowerment contains two meanings, namely: (1) to give the power of authority, meaning that as give power, transfer power, or delegate authority to other parties; and (2) to give abilities to or enabled, meaning that in an effort to provide the capability or empowerment (Dewanto, 2012). Empowerment is to help people gain the power to take decisions and decisive action will be associated with them, including reducing barriers to personal and social. This is done to increase the ability and confidence to use the power which is owned partly by the transfer of power from their environment. Empowerment is a process that provides autonomy and greater decision-making to the workers in all the factors that affect the work. All want to put the process of empowerment of individuals, communities and institutions as the subject of existence and his own world (Murniati, 2008: 40).

Human resource development in recent decades become a hot theme in various forums. HR is an important factor in development. Input factors of development, such as natural resources, material, and financial will not give optimum benefits for the

improvement of welfare, when not supported by the inadequate availability of human resource factors, both in quality and quantity. Progress of a nation supported by qualified human resources. Human resource development is essentially directed in order to increase participation in the organization of human resources, which in turn increases productivity. The results of various studies show that the quality of human resources is the determining factor productivity. HR competencies become the primary concern in determining an organization of human resource development models. Organizations with valuable and rare competencies will generate a greater competitive advantage than its competitors, which in turn produce optimal performance. The process of empowerment in education was essentially a holistic approach that includes the empowerment of human resources, teaching and learning systems, institutions or educational institutions with all the supporting infrastructure (Murniati, 2008: 42).

Empowerment objectives are: (1) increase the productivity of the organization's work; (2) create efficiency in the execution of duty; (3) to improve service to customers; (4) improve and enhance employee morale and career; (5) improve the way of thinking conceptually; (6) improving leadership skills; and (7) improving achievement that ultimately impact on increasing the remuneration (Sutriaman, 2016). Competitive advantage and performance of the resulting organization is a consequence of human resources and competencies (Invalid, 2008: 113). Organizations must have the ability to coordinate strategic resources well, because it is the key to building competence and ultimately achievement of high performance. The principal as educational leaders have a crucial role in empowering all the resources at his school.

Principal leadership behaviors under empowerment paradigms insight into giving equal attention to both process and outcomes, developing a culture of empowerment, and valuing leadership development as transformational (Maxfield and Flumerfelt, 2009: 39). Empowerment of principals is more focused on the ability of school leadership. Leadership is a major aspect that must be owned by the principal. Effective school leadership will bring a change to the better for the school. Principals 'leadership empowerment behavior was a significant predictor of teachers' innovative behavior and innovative climate; it was determined that there was a significant relationship between innovative climate and teachers' innovative behavior; innovative climate was found to partially mediate the relationship between principals 'leadership empowerment behavior and teachers' innovative behavior (Sagnak, 2012: 35).

Empowering leaders can Obtain more trust, loyalty, satisfaction and identification from their

employees (Amundsen and Martinsen, 2014; Hon, 2011). Leaders are people who Often receive Reviews their power through inspiring trust, communicating a vision, focusing on the group process, demonstrating concern for subordinates and the empowering of others (Bennis and Nanus, 1985; Kouzes and Posner, 1987; Porter-O'Grady, 1992). Principals leaders Responded to five essential questions regarding what works, what does not work, the incentives, and the costs of principal leadership behaviors under empowerment paradigms; emergent themes of principal behaviors were identified from two perspectives, that of practicing principals and that of emerging teacher leaders (Maxfield and Flumerfelt, 2009: 39).

Fathurrahman (2012) based on the results of his research concluded that empowering principals can be implemented by: (1) provide training for candidates and who served as head of the school, empower principals held working group by providing principals with leadership materials; and (2) empower principals in building the quality of education by implementing a planned supervision and teacher empowerment by providing opportunities for teachers to participate in training or seminars, and requires teachers to join the Teachers Working Group. Indicated empowering the principal types of behavior include: (1) modeling of inclusion and collaboration; (2) serving the community; (3) sharing the big picture; (4) developing common beliefs about learning; (5) increasing outside information; (6) connecting teaching and learning; (7) highlighting SUCCESSES in teaching and learning; (8) demonstrating a caring community; (9) building trust through communication; (10) facilitating change; and (11) empowering student leaders (Bastian, 1995: ix).

Soft System Methodology Approach

Soft Systems Methodology (SSM) is one method of analysis with systems thinking to analyze real-world situations with complex and problematic, as well as in the development of human resources empowerment model secondary school-based schools. In essence, SSM supports the derivation of a roadmap from 'what is' to the 'what MIGHT be' by engaging the organization in a structured and logical debate about itself and what it should be doing (Wilson, 2001: x). SSM is the process of figuring out an action-oriented on problematic situations from real life everyday (Checkland and Poulter, 2006).

The users SSM do the learning starting recognize which situations to formulate and take action to rectify the problematic situation. The learning process occurs through an organized process in which real situations are exploited, using intellectual tools, thus enabling a focused discussion, then poured in a number of models of activity that builds upon the viewing angle (worldviews) pure. SSM is a process of learning and inquiry; the learning is about complex, problematically human activity systems, puposeful Eventually to taking action Aimed at improvement (Khisty, 1995: 105-106).

Referring to the opinion of Checkland and Poulter (2006), the Rukmana (2009: 120) concluded that, in principle, SSM has three main characteristics, namely: (1) understanding and analysis of the problem situation; (2) analysis of the relationships and roles of the parties involved; and (3) the analysis and the role of social stakeholders. SSM IS ALSO a process of managing, where managing is interpreted very broadly as a process of Achieving organized action. SSM Allows peoples' Viewpoints and Assumptions about the world to be brought to light, challenged and tested (Por, 2008: 335). Situation which SSM exist considered a problem, expressed not in terms of all-round system, but rather in the concept of structure and process, and the relationship between them (Checkland, 1999).

Checkland (1999) stated that the steps that must be done in applying SSM are: (1) describe the problematic situation (situation Considered problematic); (2) express the problematic situation in the form of rich picture (problem situation Expressed); (3) formulate a definition root (root definition of relevant systems); (4) create a conceptual model in the form of human activity (conceptual models of sytems Described in the root definitions); (5) comparing the conceptual model to the real world (comparison of models and real world); (6) to formulate the changes that must be made (changes systemically desirable, culturally feasible); and (7) setting the pace corrective action (action to improve the problem situation). The steps that must be made in applying the SSM is illustrated in Figure 1.
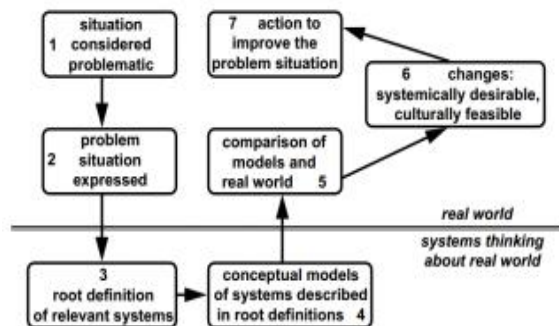
Figure 1. Steps of Soft System Methodology

Based on Figure 1 can be explained the steps SSM is Phase 1 Considered Problematic Situation, problems which meant more suitable called problem situation, because most problems to be solved more than one that needs to be identified one by one. Phase 2 Problem Situation Expressed, collect data and information by observation, interviews, workshops, and discussion followed by formulation and presentation of these problems, which is then cast in the form of rich picture. Phase 3 Root Definitions of Relevant Systems,

attributed the problem to the existing system, followed by making the root definitions that explain the process / transformation to achieve the goal (to do X by Y, to Achieve Z), to examine the root definitions by doing CATWOE analysis (customers, actors, transformation, worldview, owners, and environmental constrains).

Phase 4 Conceptual Models, create a conceptual system model for each system, the model is described by the activity model, which continues to define and measure performance (performance) model (efficacy, efficiency, and effectiveness). Stage 5 Comparisons with Reality, a comparison between the conceptual model with reality and usually will arise new ideas for change. Stage 6 Debate about Change, together with stakeholders the results of previous stages discussed, the result is a change, and such changes should be systematic (manner or purpose) and feasible to be implemented.

Principal Empowerment Through Soft Systems Methodology Approach

Departing from the assumption that the empowerment of principals is something that is complex and influenced by many factors (multidimensional), hence the need for an approach in order to achieve it. Approaches Soft System Methodology (SSM) be one of the alternatives that can be applied by the institution in order to empower principals. This was confirmed by Yadin (2013: 353) who argued that since SSM is Widely used for Investigating messy situations helping better understand the system while considering many view points, it was chosen for the study. The school principal is the key person education in schools. The principal is one of the key factors in Determining the establishment of quality education (Ekosiswoyo, 2007: 76).

The school principal determinant of the success of the school is an actor in achieving the objectives. The quality of education is affected how much optimization potential principals used. Empowerment of principals becomes crucial, because the optimization capabilities that use principals in developing education in schools is an important determinant of school success. Here are three stages of empowerment of principals with soft system methodology approach.

Phase 1 Situation Considered Problematic

Problematic situation in question is empowering school principals have not been fully oriented to the necessary competence principals as educational leaders, school principals dominant working time on the technical aspects of administrative, and lack of attention to learning leadership. This is supported by the survey results Bafadal (2016) found only 1 hour 28 minutes per

day to show the role of principals as instructional leadership. School principals who incidentally is the educational leader still get the effect of practical politics, which tend to ignore this aspect of professionalism. When principals are held have become a successful team when the local elections, will certainly damage the joints of education (Bramastia, 2010).

This reality has resulted reoriented education, because education is not fully oriented to the ultimate purpose of education, but the patron oriented ruling power at that time. Upheaval education who can not distinguish between professionalism and political importance of this, it may result in action to support the statement on the winning candidate. Implemented aspects of learning in the classroom by teachers lack the proportional portion of the principal in leading the school. Supervising principals teaching activities are still oriented on the administrative aspect, yet a lot of touching aspects of learning in a comprehensive manner. This is supported by studies conducted by the Education Sector Analytical and Capacity Development Partnership (2013: 12) who concluded self-assessment of competence for the implementation of the principal academic supervision in the low category. The ability of principals provide guidance to teachers through supervision needs to be improved.

This resulted in the teaching supervision carried out tends to be dominant with a directive approach. Supervision of teaching has not implemented a continuum ranging from the directive, collaborative, and non-directive. Teachers will develop when he is given the freedom which is responsible for the professional development efforts. Blumberg (1974) found that there are teachers who have less positive perception towards the principal orientations directive. Mantja (1989) based on his research concluded that teachers prefer opening the opportunity to use the ideas and responding to feedback, and do not like when only receive feedback granted. This statement implies that the teacher is more like the pattern of a collaborative and non-directive approach to supervision.

Phase 2 Problem Situation Expressed

When the principal of less mastering competencies required of an educational leader and leader of the study, the administration of education in schools will not be effective in achieving the objectives. School is the principal, informed that for better or worse depending on the school principal (Siswandari, 2012:19).

Values and ethics leadership is an aspect that must be considered also by the school principal. Leadership values are a number of key traits that a leader should possess in order to be effective and efficient leadership to achieve the goal. The main properties is like a spirit that makes a person able to operate successfully in order. Without the spirit of the position or title of a person as a leader means nothing.

Leadership that is rated good when leadership functions are run by ethical principles. Ethics in leadership is needed to support the sustainability values. A leader must consider in addition to the existing value must also comply with ethics in its environment. Educational leaders in every action must always think about whether it is true and it is wrong to do. Whether tindakanya accordance with prevailing values in society and whether it was worth doing for a leader who is a role model to his subordinates. In addition, the meaning of the principal now shifted into a position, not the leadership that displays educational properties. This is influenced by the view of education as a means of capitalization. The birth of the culture of materialism that affect education also contribute in assessing the principal as educational leader. Materialism is a philosophy of life that emphasizes the element of material objects.
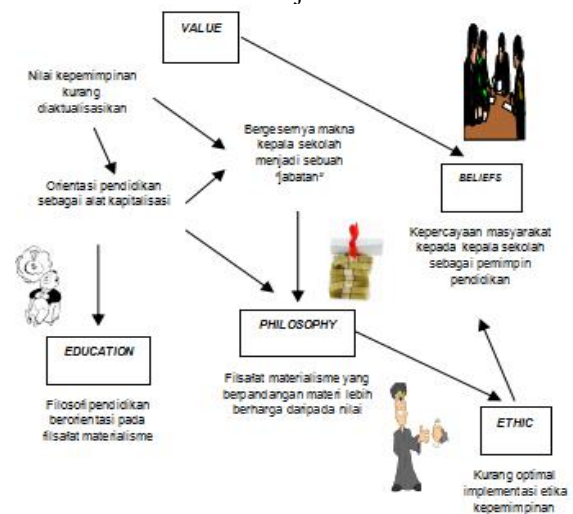
Figure 2 Rich Picture

Phase 3 Root Definitions of Relevant Systems

In order to fix the problematic situation described above, the need for a formula in the form of root definitions which aims to restructure the various views (rich picture) in the form of a statement description. CATWOE Analysis was used to develop its root definitions. The checking is aided by the CATWOE in terms of asking: who is doing what for Whom, and to Whom are they answerable, what Assumptions are being made, and in what environment is this happening (Wilson, 2012: 171). CATWOE Analysis As shown in Table 1.

Table 1 CATWOE Analysis

Customers	Citizens schools (vice-principals, teachers, learners)
Actors	Principals, supervisors, head of education
Transformation	educational leadership
Worldview	School principal competency development, strengthening of ethical values and leadership education, strengthening instructional leadership
Owners	School
Environ-mental constrains	Leadership, values and ethics of leadership, instructional leadership, school culture

Based on Table 1 CATWOE Analysis, formulation root definitions are empowering principals to focus on aspects of educational leadership by considering the values and ethics of leadership to create a climate of school work was good, make quick decisions and precise, confident, able to manage infrastructure, and exercise its authority as an educational leader. The role of supervisor and head of education is to develop the capabilities of the principal. Strengthening leadership is a systematic attempt wile learning school leadership that prioritizes learning in leadership.

Phase 4 Conceptual Models

Root definitions is an attempt to structure the various structures and perceptions of worldview with continuous iteration, so the substance of the root definitions become problematic picture of the real (real world). Furthermore, to determine whether the transformations in the real world which is reflected in the rich picture (Figure 2) can realistically be resolved or obtained solution, need to be built a conceptual model, as illustrated in Figure 3. The process of modeling in SSM requires the analyst to step away from the real-world area of concern; the analyst is required to focus on the root definition and derive the minimum Necessary activities will roomates Achieve the purpose (s) of the defined system (Patel, 1995: 17).
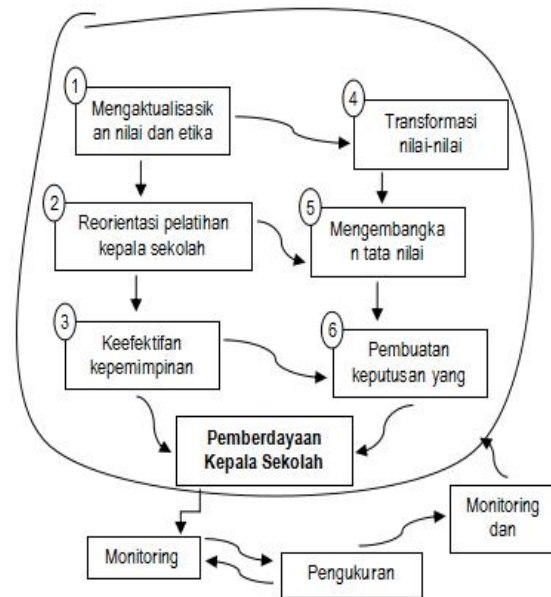
Fgure 3 Conceptual Model

The conceptual model as illustrated in Figure 3 describes the steps that must be done (human activity) in empowering principals as educational leaders. The move was preceded by two parallel activities to do that is to actualize values and ethics of leadership and transformation of the values of local wisdom. The next step is to reorient the training of school principals based learning leadership and their expected effectiveness of instructional leadership. When the transformation of the values of local wisdom has been optimally performed, is expected to develop values education and school climate. School principals are expected to have the ability to make decisions quickly and accurately. All of these components form the basis of empowering principals as educational leaders.

Stage 5 Comparisons with Reality

As has been illustrated in Figure 3 that there are 6 components are reconstructed in order to empower principals as educational leaders, the sixth component is interconnected and influence each other and support each other in order to empower principals. The conceptual model compared with the real world (real world) to discuss (debate about change) in order to obtain the views of a worldview (Table 2). Monitoring of the six components is done by establishing internal control systems as well as incorporating elements of efficacy, efficiency, and effectiveness. The activities in the conceptual model is a series of alternatives that require follow-up action to achieve the desired transformation.

No	Activities in the Conceptual Model	Real-World Conditions
1	Actualize values and ethical leadership	Values and ethics are not yet fully actualized in educational practice, oriented positions
2	Reorientation training of school principals based learning leadership	Education school principal is still dominant on the managerial aspects of materialism and still oriented transactional
3	The effectiveness of learning leadership	Implementation of leadership is still dominant on the administrative aspect, yet oriented learning leadership
4	The transformation of the values of local wisdom (culture)	Theories about educational leadership still refer to Western theory, not optimal in tapping local wisdom values (culture)
5	Develop values education and school climate	Community values (and also educational actors) now tend to appreciate someone from the aspect of office
6	Making quick decisions and precise	No supports principals with adequate competence result in improper decision-making in solving problems

Table 2 Comparison of Conceptual Model in the Real World

Stage 6 Actions to Improve

After comparing the conceptual model to the real world (real world), subsequently arranged follow-up measures in order to make changes as an alternative to empowering principals as educational leaders. Changes and improvements were made in each of the activities are expected to reach the target model of empowering principals students overall (Table 3). Empowerment principals require strategic actions, especially the education office. The school principal should not be considered just an office, but a "mandate to educate," because that's what distinguishes leadership with leadership education in other fields. This is influenced also by the confidence the principal itself in designing a strategic plan to develop the school.

No	Activities in the Conceptual Model	Changes and Improvements Step
1	Actualize values and ethical leadership	Equipping prospective principals with the values and ethics based on the wisdom of local area
2	Reorientation training of school principals based learning leadership	The training is designed with emphasis on aspects of learning, because learning activities is at the core of education, so that the school leadership focus more on aspects of learning
3	The effectiveness of learning leadership	Strengthening lesson study involving principals (who acted as supervisor), making learning relevant principals will be able to create a climate of mutual membelajarkan among teachers
4	The transformation of the values of local wisdom (culture)	Strong school leadership is not only based on the position, but the actualization of the values of local wisdom in support of effective leadership
5	Develop values education and school climate	Leadership education is essentially a leadership capable of educating, so that the school climate is always tinged with learning (teaser, love, care)
6	Making quick decisions and precise	The essence of leadership is decision-making, so that principals need to have complete data on school organization they lead to decisions quickly and accurately

Table 3 Changes and Improvements Step

Based on the stages of SSM can be concluded that the empowerment of principals related to: (1) how to create a good working climate; (2) decision making; (3) self-confidence; (4) Facilities; and (5) exercise its authority as a leader in school education. These five factors influencing the creation of the workplace, psychological conditions, organizational commitment, and the presence of a leader in leading the organization.

CONCLUSSION

Empowerment is a process that provides autonomy and greater decision-making to the workers in all the factors that affect the work. Empowerment of principals is more focused on the ability of school leadership. Leadership is a major aspect that must be owned by the principal. Effective school leadership will bring a change to the better for the school. Departing from the assumption that the empowerment of principals is something that is complex and influenced by many factors (multidimensional), hence the need for an approach in order to achieve it. Soft System Methodology (SSM) approaches be one of the alternatives that can be applied by the institution in order to empower principals.

Empowerment of principals becomes crucial, because the optimization capabilities that use principals in developing education in schools is an important determinant of school success. According

to analysis by the soft system methodology, empowering principals with regard to: (1) how to create a good working climate; (2) decision making; (3) self-confidence; (4) Facilities; and (5) exercise its authority as a leader in school education. These five factors influencing the creation of the workplace, psychological conditions, organizational commitment, and the presence of a leader in leading the organization.

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TEACHER'S ATTITUDE IN RELIGIOUS SCHOOL TO INCLUSIVE EDUCATION

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ABSTRACT

Inclusive education has been a new paradigm in educational world. The implementation of inclusive educational has been conducted in non-religious elementary school and middle school under command of minister of religion. However, this implementation of inclusive education is considered not developed. Moreover, citizen assumes that there is not inclusive education in religious school at all, especially in the environment of minister of religion. This research aims to determine teacher's attitude to the implementation of inclusive education. This research used survey by including 45 respondents (Teachers in Religious School (Islamic School)) in Surakarta residence. Data was collected by using questionnaire of Likert scale. This result can be concluded that: (1) teachers' attitude about implementation of inclusive school is 66.67% agree, (2) teachers feel comfort to teach in inclusive class by 71.11%, (3) teachers do not feel burden with inclusive education by 68.89%, and (4) teachers accept decision to be teacher in inclusive class by 75.56%. From this result, it shows positive attitude of teacher in religious school of inclusive education. It is seen from teachers' attitude with high percentage of teachers' acceptance about decision of inclusive school and to be teacher in inclusive class.

Keywords: teachers' attitude, religious school, inclusive education.

Education for all is an implementation of education which accommodates every person. Inclusive school becomes one way for children with special need to acquire chance of learning together with regular children. Olsen (Tarmansyah, 2007:82) states that inclusive education is an education which accommodates all children without looking their physical appearance, intellectual, emotional, language, and other conditions. Inclusive education has been a model to accommodate every child in a class considering skill and the needs' of students without exception (UNESCO, 1994). Inclusive education also means as an education giving flexible format of placement and education of children suit with their skill (Stubb, 2008).

Inclusive is an ideology system that every member of school, namely community, headmaster, teacher, staff of foundation, school administration, students and parents, collaborate each other to realize their responsibility in educating all students, so that they can develop optimally according to their potency and by placing students with special needs in a class of regular school (Budiyanto, 2005). Inclusive school includes community role to achieve the objective of inclusive class.

In this term, teachers become important element in implementing inclusive education. Teachers' role is giving service to children with special needs in inclusive class directly. Children with special needs has differences explicitly for their physic, mental, or social behavior characteristic because of problem in their ability of thinking, visual, hearing, and moving (Halahan& Kauffman, 2006). Teachers assume that they do not

possess ability to teach those children, but the policy forces teachers to teach children with special needs in inclusive class. It affects teacher's acceptance and treatment (Pavri&Luftig; Cook, 2000, in Pujaningsig, 2011). Treatment showed by teacher will affect their peers' acceptance (Avramidis& Norwich, 2010). It shows that teachers' commitment in inclusive school is one of the important factors in determining successful or failure of inclusive school (Pratiwi, 2015). Teachers' attitude becomes one factor in determining successful inclusive education by educating and giving service suit with the needs and ability of children with special needs (Dapudong, 2014). It forces teachers in inclusive school to show positive attitude to children with special needs in inclusive class.

Former research mostly observed teachers in regular inclusive school (non-religious school). The research showed that most teachers were in group of average by 47%. There are also teacher having positive attitude by 30%. On the other side, there are teachers having negative attitude by 27%. Based on this result, it shows that there are some teachers with negative attitude. So, effort to develop teachers' attitude to be more positive is needed (Triwulandari & Pandia, 2015). Inclusive education has been a new paradigm in educational world. The implementation of inclusive educational has been conducted in non-religious elementary school and middle school under command of minister of religion. However, this implementation of inclusive education is considered not developed. Moreover, citizen assumes that there is not inclusive education in religious school at all, especially in the environment of minister of religion. Teachers in religious school are assumed

educating based on their religion and having positive attitude for all people include children with special needs. This research aims to give real picture of teachers' attitude in religious school to inclusive education.

METHOD

This research used survey by including 45 respondents, namely teachers in religious school (Islamic School) in Surakarta residence. Data is collected by using questionnaire of Likert Scale (Strongly agree, agree, disagree, strongly disagree). Data is presented in the form of percentage to see teachers' attitude in religious school to inclusive education. Teachers' attitude here is about implementation of inclusive education and acceptance of children with special needs in inclusive class.

RESULT AND DISCUSSION

The result of this research is acquired by giving questions to teachers in religious school to provide picture of their attitude to inclusive education.

Table 1 Reluctant for Command as Inclusive School

Perception	Total	Percentage
Strongly Agree	1	2,22 %
Agree	0	0 %
Fairly	1	2,22 %
Disagree	30	66,67 %
Strongly Disagree	13	28,89 %
	45	100%

From Table 1, it can be seen that there is a respondent who is very reluctant for command as inclusive school. None respondent is agree and one respondent is neutral. 30 respondents disagreeing and 13 respondents strongly disagree. The data is presented in percentage namely 2.22% strongly agree, 0% agree, 2.22% neutral, 66.67% strongly disagree, and 28.89% strongly disagree. The data can be presented in the form of diagram as follows.
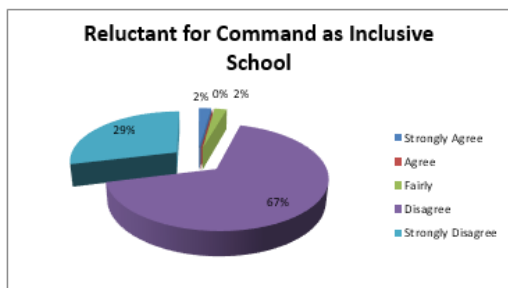
Diagram 1. Reluctant for Command as Inclusive School

Table 2 Uncomforted to Teach in Inclusive Class

Perception	Total	Percentage
Strongly Agree	0	0 %
Agree	1	2,22 %
Fairly	1	2,22 %
Disagree	32	71,11 %
Strongly Disagree	11	24,44 %
	45	100%

From Table 2, it can be seen that there is no respondent who is very uncomforted to teach in inclusive class. One respondent agree and one respondent is fairly. 32 respondents disagree and 11 respondents strongly disagree. The data is presented in percentage namely 0% strongly agrees, 2.22% agree, 2.22% fairly, 71.11% strongly disagree, and 24.44% strongly disagree. The data can be presented in the form of diagram as follows.
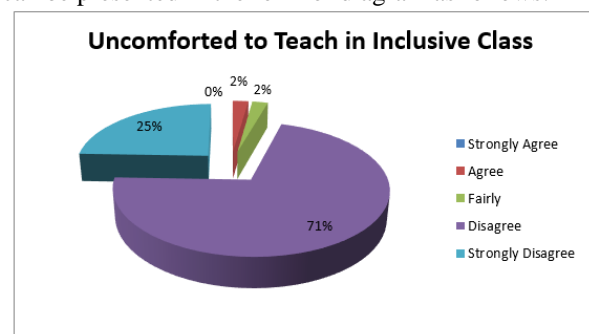
Diagram 2. Uncomforted to Teach in Inclusive Class

Table 3 Inclusive Program Becomes Teachers' Burden

Perception	Total	Percentage
Strongly Agree	0	0 %
Agree	8	17,78 %
Fairly	2	4,44 %
Disagree	31	68,89 %
Strongly Disagree	4	8,89 %
	45	100%

From Table 3, it can be known that there is no respondent who is very agree that inclusive program becomes teachers' burden. Eight respondents agree and two respondents are fairly. 31 respondents disagree and 4 respondents strongly disagree. The data is presented in percentage namely 0% strongly agrees, 17.78% agree, 4.44% fairly, 68.89% strongly disagree, and 8.89% strongly disagree. The data can be presented in the form of diagram as follows.
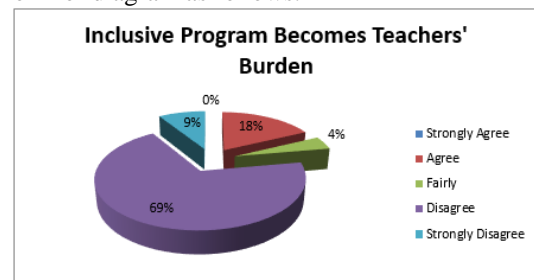
Diagram 3. Inclusive Program Becomes Teachers' Burden

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Table 4 Difficulty to Accept Decision to Become Teacher in Inclusive Class

Perception	Total	Percentage
Strongly Agree	0	0 %
Agree	4	8,89 %
Fairly	3	6,67 %
Disagree	34	75,56 %
Strongly Disagree	4	8,89 %
	45	100%

From Table 4, it can be known that there is no respondent who is very agree that they are difficult to accept decision to become teacher in inclusive class. Four respondents agree and three respondents are fairly. 34 respondents disagree and four respondents strongly disagree. The data is presented in percentage namely 0% strongly agrees, 8.89% agree, 6.67% fairly, 75.56% strongly disagree, and 8.89% strongly disagree. The data can be presented in the form of diagram as follows.
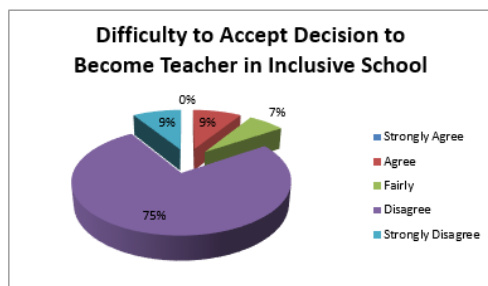
Diagram 4. Difficulty to Accept Decision to Become Teacher in Inclusive School

This research shows teachers' positive attitude in religious school to inclusive education. It means that teachers in religious school support and possess knowledge about inclusive education. Teachers' attitude to inclusive education is influenced by teachers' perception about deficiency of their students (Elisa &Wrastari, 2013). Teachers' perceptions are different based on their gender in forming positive attitude to inclusive education. Former research said that gender affects attitude to inclusive education. Female teachers tend to show positive attitude about integration of children with behavior disorder than make teachers. Beside, female teachers tend to have higher tolerance than male teachers (Dukmak, 2013). Teachers' attitude is formed from teaching experience for years and direct interaction with both regular students and students with special needs (Unianu, 2011). Years experiences will support their knowledge to teach and make interaction with children with special needs in inclusive class (Sucuoğlu et al, 2013). Teachers with many experiences in doing direct contact with children with special needs will affect their positive attitude to inclusive education. In line with teachers'

involvement in inclusive education, it can be said that more contact with special children more positive teachers' attitude is in teaching in inclusive class (Cassady, 2011).

In teaching, teachers force to have competencies to educate children with special needs who have different characteristics (Florian & Linklater, 2010). Teachers' training is important to give more knowledge and experience directly to handle children with special needs. Training will give support for teachers to have positive attitude to special children from the result of their new knowledge gotten from training process (Šuc et al, 2016; Costello& Boyle, 2013). In practice, teachers need to be supported by positive school's environment, where supported facility for children with special needs is sufficient in inclusive class (Avramidis & Norwich, 2010). Supporting facility for special children are for example learning media and accessible classroom. This will give moral support which increase teachers' positive attitude to be more enthusiast in teaching children with special needs in inclusive school.

CONCLUSION

From the result of this research, conclusion in general about teachers' attitude in religious school to inclusive education can be obtained as follows: (1) teachers agree of command of their school to be inclusive school by 66.67%, (2) teachers comfort to teach in inclusive class by 71.11%, (3) teachers do not feel burden with inclusive education by 68.89%, (4) teachers accept decision to be teacher in inclusive class by 75.56%.

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THE PERCEPTIONS OF INTERNALIZING THE BANJARESE CULTURE INTO ENGLISH TEACHING IN BANJARMASIN

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ABSTRACT

This study is aimed to investigate the school community's perception toward the internalization of the Banjarese cultures into English teaching in Banjarmasin's Junior High School. The usefulness of this research includes at least two aspects in the context; theoretical significance and its practicality. Theoretically, the results of this study may provide a new view of the integrated English teaching toward the Banjarese cultures and defend the values of local wisdom through learning English. In practical terms, the results serve concrete contribution of the development strategy of maintaining awareness of local knowledge through learning English as well as making the students possess the positive attitude towards the importance of maintaining the values of local wisdom. This study is conducted by using qualitative approach and a descriptive method. The population of the study is the students and teachers of Junior High Schools in the river area in Banjarmasin. This study uses interviews and questionnaires as data collection techniques. The analysis technique used is content analysis (content analysis), which is an analysis of the content acquired both from interviews and questionnaires.

Keywords: perceptions, internalization, banjarese culture, english teaching

Speaking in Indonesian language means it deals the diversity in the possession of this nation's called a tribe, culture, norms of life and so on. Every region in the country certainly has the characteristic of each that can then be distinguished from one area to another. The identity differences would be something interesting when juxtaposed and included in the discussion of education as fostering unity and differences. Education inculcate the spirit to always build tolerance among different despite of perspective, how to think, how to act, and so on (Yamin, 2011).

On that basis, the Minister of National Education Regulation No. 22 in 2006 on the Content Standards then states that the local content and activities of self-development is an integral part of the structure of the curriculum at primary and secondary levels of education. Local content and self-development is actually intended that the students then have a soul building the spirit which is always open. In each of the subjects taught in schools, local content needs to be included in the process of learning activities. Binding and entering the values of local content in certain subjects and each subject into a formal judicial mandate in the context of national education policy.

Therefore, any educational institution should determine the type of local content tailored to the characteristics and potential of the region, including areas of excellence and further into the subjects. Because the Content Standards arranged centrally not be able to accommodate a wide variety of types of local content are performed on each unit of education, so this is where intervention is required to turn the area of local content as a wealth localities in their respective areas. Therefore, the education unit must prepare and develop Graduates Competency Standards (SKL), the standard of competence (SK), basic competence (KD), the learning device (syllabus and lesson plans), as well as assessment tools, and set the minimum completeness criteria (KKM) for implementing the local content.

A research conducted by Yamin (2013) entitled Local Curriculum in Banjar District shows that the culture of *Banjarese* in the previous curriculum is generally divided into five groups, namely: (1) A research conducted by Yamin (2013) entitled Local Curriculum in Banjar District shows that the culture of *Banjarese* in the previous curriculum is generally divided into five groups, namely: (1) *Banjarese* Language. Language subject *Banjarese* functioned mainly on developing the ability to communicate, express thoughts, feelings and reasoning ability as well as fostering cultural integrity, (2) Regional Cultures. Regional Cultural subjects include folk games, vocal arts, dance, music, literary arts, theater and ethics, (3) Skills. Subject skills include elements of fisheries, agriculture, handicrafts, typical food and clothing style, (4) History of *Banjar*. The subject of *Banjarese* history includes knowledge of *Banjarese* community development process, (5) Religion. Shades of Islamic subjects include reading and writing the Quran, *tajweed* science, read and write Arabic calligraphy. It is so called because these subjects had distinctive strengthen faith and devotion to the Allah SWT. The teaching puts more emphasis on practice and internalization of values

and customizing of religious activities in their daily lives. Therefore, it needs to be enriched with knowledge and understanding, followed by practice and further deepening and expansion in accordance with the requirements in the existing syllabus.

METHOD

This research employed the descriptive research design. Fraenkel & Wallen (2006) state that descriptive study is a method of research in which aims to describe existing condition without analyzing relationships among variables. This study describes the perceptions towards internalizing the *Banjarese* cultures into English teaching in Junior High Schools in Banjarmasin especially those schools who are located near the rivers.

The study was conducted in three different schools namely SMPN 15 Banjarmasin, SMPN 13 Banjarmasin, and SMPN 21 Banjarmasin. The research population was all of the students and teachers in those schools. The sample of this research was 90 students and 15 English teachers in SMPN 15 Banjarmasin, SMPN 13 Banjarmasin, and SMPN 21 Banjarmasin.

The instruments for this research are 15 questions of open and closed- answer questionnaire and the interview for the samples related to the *Banjarese* cultures integrated to their English teaching. The questionnaires were distributed to 90 students of 3 schools and 15 English teachers. The interview was conducted to 10 students for each school and all of the teachers. This was used to gather the secondary data.

The data obtained from the students' and teachers' completed questionnaire were presented in descriptive statistical analysis which used to summarize the overall distribution of responses to each item of the questionnaire. The steps of analyzing the data were presented as follows: showing the number of percentage from the students and teachers questionnaires, and analyzing the secondary data gathered from the interview to the randomly selected interviewee.

RESULT AND DISCUSSION
Students' Perception

Table 1. Students' Perception

No	Indicator	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Banjarese handcraft should be integrated into English Teaching	39.97%	53.41%	6.82%	0%
2	Banjarese custom is very important to be internalized in English Teaching for Junior High Schools	39.77%	54.55%	4.55%	1.14%
3	Contextual Learning should be applied in schools	27.27%	61.36%	10.23%	1.14%

The first data is regarding students' opinions about the *Banjarese* craft to be put into

learning English in order to strengthen regional identity. A total of 39.77% of students strongly agreed, 53.41 students agreed, and the rest do not agree. This shows that the students are very supportive in learning English if they have information about the typical crafts from the region Banjarmasin.

The second indicator's result can be seen from the table above, that more than half of respondents, amounting to 39.77% stated strongly agree and 54.55% said they agreed that if the customs derived from Banjarmasin important areas to be included in the English language learning in order to strengthen regional identity. Then, only 4.55% of students disagreed and 1.14% of students disagreed completely with it. These data indicate that students are very interested in learning English if they are the subject of the customs of their own area.

The third indicator of the data shows, as much as 27.27% of students is totally agreed and 61.36% of students agreed if the text that is taught in school is reading about everyday life. This shows that the students will be more interested in reading and learning if the text used is the text that is contextual. Then, as much as 10.23% and 1.14% of students agreed that if the students are not being taught is the text about everyday life. This could be the subject matter for further research.

These are some students views related to Banjarmasin as a city of a thousand rivers and their English teaching and learning in schools as found during the interview: (1) the rivers are the source of life for Banjarese people, (2) the rivers are beneficial as a means of transportation, trade and tourism, (3) Banjarese has many kinds of customs variety which can attract tourism, (4) contextual learning can introduce Banjarese cultures through English writing to the world, (5) it can help the Banjarese people to interact with the foreigner tourists, (6) it widens the opportunities for the job seeker to explore more in tourism field, (7) learning activities can be varied as making and broadcasting videos of Banjarese culture in English for speaking skill, (8) schools should put Banjarese culture as one of the material in English so that they can learn how to be a tourist guide, (9) students should have more outside class activity to help the students in getting know their Banjarese cultures deeper.

Teachers' Perception

The data of teachers' perception is related to the material of *Banjarese* Culture which can be internalized into English Teaching such as the *Banjarese* customs, *Banjarese* skills, *Banjarese* entrepreneurship, and *Banjarese* artistry. The data are taken from the questionnaire and the interview to the English teachers. Eventually, all the teachers agreed to have *Banjarese* culture integrated in

English teaching as it is shown in the following Table 2.

Table 2. *Banjarese* customs which can be integrated into English Teaching

No	*Banjarese* customs	No	*Banjarese* customs
1	The *Banjarese* floating market	5	*The Jukung Hias Festival*
2	The Showers	6	*Baakikah and Batasmiyah*
3	*Banjarese* Marriage		
4	The *Muludan*		

Table 2 shows that *Banjarese* customs such as the floating market in *Lok Baintan* or in *Alalak*, the showers before getting married or in the seventh month pregnancy, the *Banjarese* marriages, the *Muludan* which celebrates the birthday of the Islamic Prophet Muhammad SAW, *the Jukung Hias* Festival, *Baakikah and Batasmiyah* which celebrate the process of giving names to the newborn baby, etc. can be integrated in English teaching and learning by implementing the project based learning.

Table 3. *Banjarese* skills which can be integrated into English Teaching

No	*Banjarese* Skills
1	How to make a *Jukung*
2	How to design *Sasirangan*
3	How to breed *ItikAlabio*
4	How to make *Banjarese* craft

The data in the Table 3 provide the *Banjarese* skills which can be used to be the teaching materials in English subject namely the process of making a *jukung* (a traditional small boat without machine), the process of designing *sasirangan* (The *batik of Banjar*) pattern to be a good fabric, how to breed *itik Alabio* which is one of the endemic duck of *Banjarese* people, and how to make *Banjarese* craft such as *tanggui*, *tikarpurun*, etc.

Table 4. *Banjarese* Entrepreneurship integrated in English Teaching

No	*Banjarese* Entrepreneurship
1	*Sasirangan*
2	*Banjarese* culinary
3	*Banjarese* fishery

The fourth table shows how teachers can teach the students to be an entrepreneur by producing and marketing sasirangan, developing Banjarese culinary such as *ketupat kandangan, lonto kiwa kharuan, nasi kuning masa khabang*, etc. and fishery like breeding *papayu and haruan* and then integrated them into English teaching and learning at schools.

Table 5. *Banjarese* Artistry integrated in English Teaching

No	*Banjarese* Artistry
1	Panting Music
2	*Banjarese* Songs
3	*Banjarese* Dance

The Table 5 above shows the data of art of *Banjarese* cultures such as one of the traditional music in Banjarmasin; the panting music, *Banjarese* songs and *Banjarese* dances such as *TariRadapRahayu*, *BaksaKembang*, etc. The students may observe the art and write a report about the performances.

As the first data has shown in the findings of students' perception, they agree to have *Banjarese* craft in the material of their English learning. *Sasirangan* is one kind of *Banjarese* handcraft which is a very authentic fabric patterns. In teaching in secondary schools, manufacturing *sasirangan* become one of the learning content on the subjects of local content to teach the students to create patterns *sasirangan* by making a running suture and then dipped into dye and then dried in the sun. It is expected that the students will be able to continue to preserve the *sasirangan* which is able to compete with batik in which it had become Indonesian national identity. In learning English, *sasirangan* can be inserted into one of the topics of reading, writing and speaking. Besides *sasirangan*, *Banjarese* other cultures can be taken as a matter of English teaching as a *Banjarese* unique culinary, customs, etc. In order to increase students' awareness of the *Banjarese* culture, English curriculum integration with *Banjarese* culture can be an alternative learning innovations in secondary schools in Banjarmasin.

The second indicator shows that *Banjarese* Customs is an identity of *Banjar* community which should be continued to be preserved. Indigenous culture is distinguishing one area to another. *Banjarese* culture has a wide range of customs such as *Batimung* (a procession before marriage), *balamut, bahantaran, badudui, Khataman al-Qur'an, batasmiyah, baaqiqahan*, etc. Customs can be incorporated into the teaching of English in schools that aim to preserve *Banjarese* culture once used as a medium for learning English. The results of the above survey shows the majority of respondents agree that the customs is very necessary to put into learning English in secondary schools as a result of learning can provide a variety of benefits for students, which they can obtain information about the various *Banjarese* culture, and they can practice their English skills. Schools' respondents of this study are the first secondary schools that are located along the *Martapura* River. *Martapura* River is one of the largest rivers in Banjarmasin and its existence is crucial for the

Banjarese people. This is because a wide range of activities undertaken by the *Banjarese* people along the river. Geographical location thus certainly affects the culture of school children around the riverbanks.In order for the teaching of English at school to be well accepted by the students, teachers need to implement culturally appropriate learning for them outside the school environment. It can be applied to conduct the survey or river-based activities to the students of the school and then requiring them to use English as the language of instruction. With the variety of activities that attract the interest and attention of students, the learning process is expected to run smoothly and obtain optimal results.

The third indicator shows that contextual learning such as English text about *Banjarese*culture should be included in English teaching and learning. English proficiency consists of four (4) basic skills, namely reading, writing, listening and speaking abilities which are divided into productive and responsive capabilities. The responsive skills are reading and listening, while the productive ability is writing and speaking. Reading texts in English has a very important role in reading and writing since by reading texts about Banjarese culture, the students are able to write.Reading texts for junior high school level is limited to some genres, such as narration and description. Culture streams can be put in the type description text that explains about various famous rivers in Banjarmasin, the history of the river, the activities undertaken by the community in the rivers, etc. This is certainly going to attract students to learn more about its culture.

The teachers believe that *Banjarese* cultures are appropriate to be inserted into English Teaching as the data has shown. Teachers classify the material into four classifications namely *Banjarese* customs, skills, entrepreneurship, and artistry. These items are essential for students not only as teaching material, but also to the development of the character building of the students themselves. As Yamin (2013) states "If the local content subjects are no longer feasible to be applied, then the school can use local content subjects from another school or continue to use local content subjects offered by the Department or develop local content that is more appropriate, or integrate the local content into other subjects", the primary schools in Banjarmasin may apply the *Banjares*e local wisdom into English teaching. For example, students can visit and observe any of the activities of the *badudui* and *khatam alquran*

and then conduct interviews to the people and report the results in groups so that English teachers can apply project-based learning.Another example is the observation of *Lomba Jukung Hias* in *Martapura* River which is an annual event held by the government. It is the ornamental race boats which attracts the tourists both locally and outside the region. Learning English can be doneby asking the students to participate in activities whether they join as the participants or the spectators. Then, the students are asked to describe the activities of *Lomba Jukung Hias* in written and verbal form.

Thus, learning English can be integrated using models of innovative learning such as cooperative learning, problem-based learning, project-based learning, etc. to make the learning environment more attractive and conducive.

CONCLUSION

Based on the research findings and discussion above, it can be concluded that internalizing the Banjarese cultures into English teaching and learning in Banjarmasin schools, especially in Junior High Schools as their primary school is essential to build good character of a student who loves their local wisdom as well as being modernized in this globalization era. Teachers support this idea by using the Banjarese cultures as the materials and the topics to develop the students' English skills. The perceptions of students and the teacher are believed as one starting point to preserve the Banjarese cultures by putting them in the teaching and learning process; as in English subject. Thus, it is hoped that other schools in Banjarmasin can integrate the culture into English teaching to get many beneficial effect toward their students and the culture preservation itself.

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INTEGRATING AL-QUR'AN WITH RATIONAL EMOTIVE BEHAVIOR THERAPY IN COUNSELING MUSLIM STUDENTS

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ABSTRACT

Rational Emotive Behavior Therapy (REBT) is a counseling approach that emphasizes changing irrational belief of the counselee which is considered as the source of most of his/her problems. The approach assumes that people contribute to their own problems by the way they interpret events or situations irrationally. Therefore, in the process of counseling, REBT devotes much effort to dispute this irrational belief. Several REBT theorists suggested five strategies that yield effective disputation: logical disputation, empirical disputation, functional disputation, heuristic disputation, and disputation by rational alternatives. After all, despite it has been designed in such a way, changing belief is not easy. It is typically because it has been formed through the lifetime experiences, so it becomes a sort of counselee's world view. Albert Ellis, the founder of REBT, suggests that counselors should explore counselee's religious belief and use it in the counseling in order to make the disputation easier. He recognized that religious belief has high power to change people. In the case of counseling Muslims, integrating Al-Qur'an with disputation process is a way to enhance the therapeutic effect of REBT. Al-Qur'an is kalamullah (the word of Allah) that is the main source of Islamic teachings. Therefore, every Muslim believes absolutely whatever the scripture says. In the context of five disputing strategies mentioned above, using Al-Qur'an to dispute irrational belief can be categorized as empirical disputation, which shows that the teachings of Al-Qur'an do not support, or even fulminate, the irrational belief he/she holds. By using Al-Qur'an in the process of disputing, it is expected that the belief can be countered more effectively.

Keywords: al-qur'an, REBT, muslim

Rational Emotive Behavior Therapy (REBT) is a widely used counseling approach in school counseling service. The approach, developed by Albert Ellis, has become so popular because of its comprehensiveness in dealing with various problems; it simultaneously targets cognitive, affective and behavioral aspect of the problems (Dryden, 2009:10). Particularly in Indonesia, REBT is preferred because it has directive and didactic counseling style that conform to the style of Indonesian counselor. There are also several studies that showed that REBT was effective to help counselee in solving various problems, either in individual or in group settings (Lyons & Woods, 1991).

REBT insists that the core of most human problems is their tendency to make absolutistic evaluation of events in the life. This evaluation appears in the form of dogmatic demands and commands such as "should, must, and ought". REBT calls them irrational belief because they contain irrational philosophy that demands ourselves or other people to always conform to our own expectations. Meanwhile, humans can not always be perfect. There are possibilities that our performance will be below standard. There are also possibilities that we will encounter conditions that do not correspond with our expectations (Ellis & Dryden, 1997:14). When people follow the philosophy, they will be susceptible to emotional disturbances and other problems if things do not go as they wish.

Based on the view, in counseling process, REBT will help counselee to free him/herself from the problem by disputing the irrational belief. There are five strategies that can help counselee rejects his irrational belief: *logical disputation, empirical* or *evidentiary disputation, pragmatic or functional disputation, heuristic disputation* or *disputation by means of cognitive dissonance, and disputation by inciting rational alternatives*. These strategies can be delivered with five styles: *didactically, through Socratic discussion, by therapist self-disclosure, in metaphor, or with humour* (Nielsen, Johnson & Ellis, 2001:108).

After all, despite it has been designed in such a way, changing belief is not easy. It is typically because it has been formed through the lifetime experiences, so it becomes a sort of counselee's way of life. We need not only long time but also big effort to make the counselee change his/her irrational belief and adopt rational belief. In fact, if the counselor does not use the strategies skillfully, the counselee will feel that he/she is being "attacked" or judged. It will take him/her to stand defensively which will further make the counseling process unproductive.

To overcome the problem, counselor may explore and utilize counselee's religious belief as a tool to dispute his/her irrational belief. Ellis (in

Seligman, 2006:314) suggests that religious belief can help people find a personally meaningful direction. It also has high power to change people. It is because they tend to adhere to religious teaching that is written in its scripture. By utilizing this religious belief, it is expected that the disputing process will be more effective and efficient. In connection with this, Al-Qur'an is the primary source of Islamic teachings. Al-Qur'an is *kalamullah* (the word of Allah) revealed to the Prophet Muhammad. Every Muslim believes that Al-Qur'an has absolute and highest truth. Denial or distrust on it will be considered as denial of Islam itself. Therefore, every devout Muslim will always follow what it commands and avoid what it forbids. With this important position, integrating Al-Qur'an with disputation process is a way to enhance the therapeutic effect of REBT.

In the context of five disputing strategies mentioned above, using Al-Qur'an to dispute irrational belief can be categorized as empirical disputation, which shows that the teachings of Al-Qur'an do not support, or even fulminate, the irrational belief he/she holds. By using Al-Qur'an, it is expected that the belief can be countered more effectively. Based on the above background, this article aims to discuss theoretically about the integration of Al-Qur'an and REBT in counseling Muslim students.

DISCUSSION
REBT's View of Human Nature

REBT has the same view with phenomenologists that human responds to an event based on how he perceives it, not on the event itself (Dryden, 2009:9). In everyday life, we can find two or more individuals who respond differently to the same event. This indicates that the incident does not give direct influence, but is mediated by the way they perceive it. However, the perception alone will not cause disturbance in humans as long as it is not extreme and rigid. According to REBT, both types of perception are the source for human problems.

In connection with the view, REBT describes that humans are born with the potential for rational and irrational thought as well. Therefore, even though they have inborn propensity toward growth and actualization, they can readily sabotage the growth by unrealistic, illogical, or other destructive thoughts (Vernon, 2007:268). Ellis & Dryden (2007:6) said that even the most rational and intelligent people may think irrationally and show absolutistic demands on themselves, others, or the surrounding environment. It is

because humans are biologically and sociologically more prone to learn self-defeating than self-enhancing behavior (Sharf, 2012:336).

Irrationality is something actively constructed by the individual. Humans have the choice to embrace rigid or flexible ideas (Dryden, 2009:63). Therefore, they are the agents that construct their own problem in themselves. They have the choice to disturb themselves by irrational thoughts or be personally healthy by adhering to rational thought. So that, changing the irrational belief to the rational one can be achieved only with the will of the individual him/herself. Counselor only needs to show that the belief he/she followed is irrational, useless, and psychologically harmful.

As social beings that interact by means of words, humans often manifest their irrationality through the language (Dryden, 2009:13). Words such as "should", "must", and "ought" used in daily communication indicate that they tend to embrace rigid ideas and absolutistic demands. Therefore, language change is an integral part of the counseling process. REBT counselor will be a semantic teacher who teaches rational languages instead of irrational one.

REBT's View of Problem

REBT considers that the core of most human problems is their tendency to make absolutistic evaluation of events in the life. This evaluation appears in the form of dogmatic demands and commands such as "should, must, and ought". REBT calls them irrational belief because they contain irrational philosophy that demands ourselves or other people to always conform to our own expectations. Meanwhile, humans can not always be perfect. There are possibilities that our performance will be below standard. There are also possibilities that we will encounter conditions that do not correspond with our expectations (Ellis & Dryden, 1997: 14). When people follow the philosophy, they will be susceptible to emotional disturbances and other problems if things do not go as they wish.

There are four classifications of irrational beliefs that are the source of various problems people encountered: (1) *demand;* (2) *awfulising belief;* (3) *low frustration tolerance belief;* and (4) *depreciation belief* (Dryden & Neenan, 2004: 8-11). *Demand* is a kind of irrationality that contains rigid ideas people hold about how self, others, or things absolutely must or must not be. *Awfulising belief* is extreme ideas that people derive from their demands towards self, others, or things when these demands are not met. Such belief appears in statements such as: "I must do well and it is terrible if I do not"; "You must treat me well and it is awful when you do not"; and "Life must be fair and it is the end of the world when it is not". *Low*

frustration tolerance belief is a kind of irrationality which contains absolutistic demands towards self, others, or things that individuals must not be as frustrating or uncomfortable as they are. *The depreciation beliefs* contain negative self-assessment people do when the demands toward him/herself, others, or the world are not met.

Those irrational beliefs are the source of various problems and psychological disorders people encountered, either in moderate or severe level. When viewed categorically, these problems can be classified into two types: ego disturbance and discomfort disturbance (Ellis & Dryden, 1997:7).

In *ego disturbance,* people make absolutistic demands on themselves, others, or the world. if these demands are not met in the past, present, or future, they become disturbed by damning themselves. This kind of problem occur because people tend to: (1) rate themselves negatively, and then (2) "devil-ifying" themselves as being bad or less worthy. In order to get out of this problem, individuals should be encouraged to accept themselves unconditionally.

Discomfort disturbance also known as *low frustration tolerance*. Individuals with this problem again demand on themselves, others, and the world that they must not be as frustrating or uncomfortable as they are; they demand that life should always be fun. If these conditions are not met at this time, in the past, or in the future, they will feel very upset and create *I-can't-stand-it-it is.* High frustration tolerance in order to achieve the objectives and long-term happiness is the healthy and rational alternative to demands for immediate gratification.

REBT and Religion: Contrasting or Integrating

Because of its criticism of various religious beliefs, REBT is sometimes considered to be contrary to religion. It actually reflects a misunderstanding of REBT's view. Actually, REBT acknowledges that belief in god and involvement in religious community can help people find meaningful direction. REBT encourage counselors to explore counselee's religious beliefs, rituals, and then use them as a treatment in counseling (Johnson, Ridley, & Nielsen, 2000). REBT only opposed to religious beliefs that are irrational, those that are absolutist, rigid, and anti humanistic.

Integrating religion into counseling is not actually new. It was done long time ago. This is because it is common in counseling that the counselees believe in god, who has a superpower to manage anything in the world, including to heal and to solve their problems. Richard & Bergin (2006) stated that there are two strategies commonly used in integrating religion and counseling: theistic and denominational strategy. The first strategy combines religion with a particular counseling approach, while the second one uses the concepts and rituals of religion solely in counseling. However, both types of these strategies still need a lot of empirical evidence.

Goal of Counseling

According to REBT, One of the main problems of the counselee is *ego disturbance.* In this problem, the counselee demands him/herself, others, or the world in absolute terms. If these demands are not met, he/she will immediately blame him/herself and feel unworthy. This condition is a result of negative self-rating he/she did that is based on his/her lack of performance. For REBT, self and behavior is something different. So that, rating self based on performance is unfair. Therefore, one of REBT goals is teaching the counselee to distinguish between the self and the behavior/performance. By being able to differentiate them, it is expected that the counselee can accept him/herself unconditionally despite his/her lack of performance.

In addition to the goal mentioned above, REBT also aims to teach the counselee rational philosophy of life that is useful for her/his daily life. To achieve the objective, REBT encourages the counselee to learn cognitive skills that will make him think more rationally and accept his/herself unconditionally so he/she can live happier (Dryden, 2009: 26). Of course, to complete the effect, emotive and behavioral techniques are also applied.

The Process of Counseling

In general, procedure for implementing REBT concept into counseling follows the ABCDE model (*antecedent*, *belief*, *consequence*, *disputing* and *effect*) designed by Albert Ellis. This model is typically done in five to twelve sessions (Ellis in Vernon, 2007: 281). However, some REBT practitioners and experts then add a number of more detailed steps to make the model more visible and easily implemented. One of the more detailed procedures has been designed by Dryden and Neenan (2004:30), which consists of six stages as follows.

Selecting and Investigating a Problem

The first stage in REBT is asking the counselee to choose and describe the issue he/she want to discuss. This stage, of course, is done after he/she quite understand about the perspective of REBT in resolving the problem. Here are things

that the counselor needs to consider in facilitating the counselee to choose the issue he/she wants to discuss in counseling:

Obtain a Clear Description of the Problem and the Specific Context in which it Occurs. When asked to explain the issue he/she want to discuss, some counselees may express it in unspecific or unclear words. If left unchecked, it will misguide the counseling process. Therefore, the counselor should encourage the counselee to explain his/her issue in a clear, specific and complete description. It means that he/she should explain the issue in the context in which it takes place. Dryden and Neenan (2004:34) said that the problem will be better understood through the specific instance in which it occurs. Similarly, counselee's level of emotional engagement with the problem is usually higher or more intense at the specific level than the general level.

Focus on a Disturbed Emotion at C. It is not emotions per se that are explored in REBT but disturbed emotions. The counselee may describe his/her disturbed feelings in ways that are unclear. So that, the counselor should make them clear in term that they are perceived in a same way by both of the counselor and the counselee.

Locating the Critical A. In assessing counselee's problem, the counselor should search for the critical A, that is, the aspect of the situation which the counselee is most upset about and triggers his/her irrational belief (B) which, in turn, largely determines his/her emotional reaction at C. A key technique for locating the critical A is inference chaining, that is, linking the counselee's personally significant inferences about the situation in order to pinpoint the triggering inference.

Goal-Setting

When counselee's critical A has been uncovered, some issues in goal-setting will now be discussed. It is important for the counselor to encourage the counselee to make short term and long term goal. A useful acronym to guide goal setting is SMART that stands for simple and specific, measurable, agreed, realistic, and time bound.

Teaching the B–C Connection and Assessing Irrational Beliefs

Establishing the B–C connection is a crucial step in REBT assessment as it teaches the counselee the concept of emotional responsibility, that is, that emotional disturbance is largely self-induced through irrational thinking; it is not caused by events or others but by our irrational belief.

Examining irrational and rational beliefs

One of the most essential stages in REBT is examining irrational belief. By doing the stage, it is expected that the irrational belief of the counselee, which is the source for his/her problems, will turn to the rational one. Furthermore, such a change will make the counselee free from emotional disturbance and change his/her maladaptive behavior. There are five strategies and five styles that can be used in examining the belief. These strategies and styles will be discussed later.

Negotiating and Reviewing Homework Assignments

At the end of every session, the counselee should be prepared to carry out homework tasks in order to strengthen his/her rational beliefs. Homework is the activity that the counselee carries out between sessions in order to put into practice the learning that has occurred in the counseling.

Working Through

Working through refers to internalizing a rational outlook, E in the ABCDE model. To make this happen, the counselor should: (1) suggest to the counselee different homework assignments to examine the same irrational belief; (2) discuss the non-linear model of change; and (3) encourage the counselee to become his/her own counselor.

Integrating Al-Qur'an with REBT in Disputing Irrational Belief

One of the most essential procedures in REBT is disputing irrational belief. By doing the procedure, it is expected that the irrational belief of the counselee, which is the source for his/her problems, will turn to the rational one. Furthermore, such a change will make the counselee free from emotional disturbance and change his/her maladaptive behavior.

To do the disputing, Nielsen, Johnson & Ellis (2001:108) suggests five strategies: *logical disputation, empirical disputation, functional disputation, heuristic disputation,* and *disputation by rational alternatives*. In *logical disputation*, the counselor will help the counselee understand the irrational philosophy of his/her belief. When he/she understands that his/her belief does not follow the laws of logic, it is expected that he/she will turn the belief into the more rational one. In *empirical disputation*, the counselor will show to the counselee that the common facts or teachings he/she believes do not support the belief. In *functional disputation*, the counselor will show to the counselee that his/her irrational belief does not have any benefit and tends to disturb him/her. In *heuristic disputation*, the counselor will show to the counselee that he/she has been getting positive benefits when he/she ignored the irrational belief on several occasions. By understanding the benefits of

neglecting the irrational belief, it is expected that the counselee will be more interested to the rational one. In *disputation by rational alternatives*, the counselor will help the counselee counter his/her irrational belief by offering the more rational one. With this offer, it is expected that the counselee will make an experiment to feel the different effects of not embracing irrational belief. Furthermore, the strategies can be delivered with five styles: *didactically, through Socratic discussion, by therapist self-disclosure, in metaphor, or with humor* (Nielsen, Johnson & Ellis, 2001:108). When these five strategies are blended with the five styles, we will find 25 variations of strategies that can be applied to dispute the irrational belief.

After all, despite it has been designed in such a way, changing belief is not easy. It is typically because it has been formed through the lifetime experiences, so it becomes a sort of counselee's way of life. We need not only long time but also big effort to make the counselee change his/her irrational belief and adopt the rational one. In fact, if the counselor does not use the strategies skillfully, the counselee will feel that he/she is being "attacked" or judged. It will take him/her to stand defensively which will further make the counseling process unproductive.

To overcome the problem, counselor may explore and utilize counselee's religious belief as a tool to dispute his/her irrational belief. Ellis (in Seligman, 2006:314) suggests that religious belief can help people find a personally meaningful direction. It also has high power to change people. It is because they tend to adhere to religious teaching that is written in its scripture. By utilizing this religious belief, it is expected that the disputing process will be more effective and efficient. In connection with this, Al-Qur'an is the primary source of Islamic teachings. Al-Qur'an is *kalamullah* (the word of Allah) revealed to the Prophet Muhammad. Every Muslim believes that Al-Qur'an has absolute and highest truth. Denial or distrust on it will be considered as denial of Islam itself. Therefore, every devout Muslim will always follow what it commands and avoid what it forbids. With this important position, integrating Al-Qur'an with disputation process is a way to enhance the therapeutic effect of REBT.

Al-Qur'an considers that humans are the most perfect creatures of God; they are equipped with elements that are not owned by other creatures. Surah At-Tiin: 4 explains: "*Surely We created man of the best stature*". Other Surah (Al-Baqarah: 30-34) also describes: "*And when thy Lord said unto the angels: Lo! I am about to place a viceroy in the earth, they said: wilt Thou place therein one who will do harm therein and will shed blood, while we, we hymn Thy praise and sanctify Thee? He said: Surely I know that which ye know not (30)*"; "*And He taught Adam all the names, then showed them to the angels, saying: Inform me of the names of these, if ye are truthful (31)*"; "*They said: Be glorified! We have no knowledge saving that which Thou hast taught us. Lo! Thou, only Thou, art the Knower, the Wise (32)*"; "*He said: O Adam! Inform them of their names, and when he had informed them of their names, He said: Did I not tell you that I know the secret of the heavens and the earth? And I know that which ye disclose and which ye hide (33)*"; "*And when We said unto the angels: Prostrate yourselves before Adam, they fell prostrate, all save Iblis. He demurred through pride, and so became a disbeliever (34)*". Those surahs explain human noble position according to God. Therefore, having a self-depreciating belief is not supported by Al-Qur'an.

The parts of Al-Qur'an mentioned above are examples of Islamic teachings that can be utilized to counter the irrational belief of Muslims counselee. Of course, there are many others of Al-Qur'an's ayahs that can be applied with REBT in appropriate context. In terms of five disputing strategies mentioned above, using Al-Qur'an to dispute irrational belief can be categorized as empirical disputation, which shows that the teachings of Al-Qur'an do not support, or even fulminate, the irrational belief he/she holds. By using Al-Qur'an, it is expected that the belief can be countered more effectively.

Nielsen (2004: 213-230) has conducted a counseling using REBT with Al-Qur'an as a tool for disputing irrational belief. Nielsen's counselee was Aisha, a Muslim woman that encountered posttraumatic stress disorder. Aisha had lost interest in many formerly enjoyed activities, suffered from insomnia, felt persistent guilt and a sense of worthlessness, and wanted to die. This condition was worse after she was raped by her friend. By using Al-Qur'an Surah Ali Imran: 31 and 47, Nielsen disputed her depreciation and self-defeating belief. These surahs say: "*Say, (O Muhammad, to mankind): If ye love Allah, follow me; Allah will love you and forgive you your sins. Allah is Forgiving, Merciful (31)*"; "*She said: My Lord! How can I have a child when no mortal hath touched me? He said: So (it will be). Allah createth what He will. If He decreeth a thing, He saith unto it only: Be! and it is*". After 38 sessions, Aisha gradually showed a significant development. Her irrational thoughts turned to rational one that further had positive effect on her behavior.

CONCLUSION

Based on the discussions above, integrating Al-Qur'an with REBT will have more benefit for Muslims counselee. Of course, before doing it, the counselor has to be sure that the counselee has a strong belief about the truth of Al-Qur'an. It is to ensure that the counselor will not impose any certain values on his/her counselee. REBT itself actually supports integrating religious teachings and rituals into counseling as long as they are rational, those that are not absolutist and dogmatic. However, such integration will needs further research, in order to be empirically true and useful.

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MISINTERPRETATION IN USE OF JAVANESE

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ABSTRACT

Language is a communication tool used by humans to interact and communicate. In everyday communication found less appropriate use of vocabulary. One of the factors that leads to such things as the language users do not realize what they are saying is actually misinterpreted. These events are found in the use of regional languages (Java). Java language is a language which has a lot of varieties so that sometimes less awareness of speakers including the range of the Java language is used. The types of language are (1) ngoko or djawa dwipa. Variations of this type of language is (a) ngoko andhap, divided into; Antyabasa and basa Antya, (2) basa madya (middle language) divided into; (a) ngoko madya (middle ngoko), (b) madyantara, and (c) madyakrama (middle krama), (3) basakrama(polite language), divided into; (a) kramalugu (The innocence language) , (b) mudhakrama, and (c) wredakrama, (4) kramainggil, (5) kramadesa, (5) Basa Kasar (the rough language), and (6) Basa Kadhaton (Languages used on palace area). The diversity of the Javanese language has several functions, namely (1) as a form of homage to the ethics or hearer based on age, social status, and acquaintances, and (2) as a form of ethical or aesthetic associated with works of art and literature as well as a series of traditional ceremonies. The existence of a mistake made continuously and properly considered within the Javanese community called misinterpreted. This paper will discuss how the example of misinterpreted language on the use of the Javanese language and its reviews. This study is expected to improve the quality of the use of the Javanese language and is one of the Javanese language preservation efforts.

Keywords: misinterpreted, Javanese

Javanese is a communication tool used to interact and communicate. In connection with the definition of the Java nese, Wedhawati, (2006: 1) states that the Javanese is the first language of Java population who live in the province of Central Java, Yogyakarta, East Java, Banten, Lampung, some area in Medan, transmigration areas in Indonesia, for instance, most of the province of Riau, Jambi, Central Kalimantan, and several countries, namely Suriname, Netherlands, New Caledonia, and Pantai Barat Johor. Number of speakers reach 75.5 million. There are 6703 languages in the world and Javanese ranks 11th in terms of number of speakers.

Javanese has many varieties that use tailored to their interests. For example, for ethical state uses variety of krama, for aesthetical state uses a variety Kawi or rinengga. Padmosekotjo, (1960: 13-17) states that the language used in Javanese literature includes eight levels. Namely (1) ngoko or djawadwipa. Variations of this type of language are (a) *ngokoandhap*, divided into: *antyabasa* and *basaantya*, (2) *basamadya*, divided into (a) *madyangoko*, (b) *madyantara*, and (c) *madyakrama*, (3) *basakrama*, divided into (a) *kramalugu*, (b) *mudhakrama*, and (c) *wredakrama*, (4) *kramainggil*, (5) *kramadesa*, (5) *basakasar*, and (6) *kadhatonbasa*.

Differences in use of language when communicating and interacting occur due to several factors, such as age, status, acquaintances, and others known as the *unggah-ungguh*. Andayani (2011:84) defines *unggah-ungguh* in Javanese as a set of rules used by users of the Javanese in order to preserve mutual respect or respect to others in language that appears on (1) attitude and behavior, (2) utterance reflected from words selection, and (3) the formation of sentences and intonation.

The diversity of languages has an impact on the differences in intonation and the mention of regionalism. It can be related to those used by certain people (dialect) and individuals (dialect) that would seem to differ from the standard Javanese. As for the so-called standard Javanese is the Javanese Solo dialect/Surakarta and Yogyakarta dialect. Meanwhile other dialects for instance, *banyumas* dialect, *kedu* dialect, *semarang* dialect, and others.

Furthermore, diversity affects some mistakes in terms of language. Mistake caused by several things, for example, they imitate to what they do not know. It is frequently uttered even so it is wrong because one does not find the truth of the spoken language.

Misinterpretation in the Javanese is unique. It can be divided into two types, namely misinterpretation turns to be attractive (less acceptable if it is corrected) and misinterpretation supposedly justified because it is less acceptable for some people.

DISCUSSION

Misinterpretations which will be discussed in this paper are examples of misinterpretation often found in daily life. Furthermore, it is divided into two, namely the acceptable misinterpretation and unacceptable misinter-pretation.

Acceptable Misinterpretation

Acceptable misinterpretation in the Javanese included in the Java literature types called Rurabasa. Rura, rurah have the same meaning, which is broken. Prabowo, Widati, and Rahayu (2012: 448) define ruraas broken language (for long time) that cannot be corrected anymore. If the broken language is corrected then it becomes unusual/common/odd language and is uncommonly used although true it is still considered wrong.

Furthermore, the example of misinterpretations belonging to the Javanese literature is rurabasa will be explained in this examples: (a) *Menek klapa, benere menek wit klapa utawa glugu, dudu menek wohe*, (b) *Nggodhog wedang, benere nggodhog banyu, wedang kuwi banyu sing wis digodhog*, (c) *Nguleg sambel, benere nguleg Lombok, uyah, lan liya-liyane*, (d) *Nenun sarung, benere nenun bolah/lawe supaya dadi sarung*, (e) *Negor gedhang, benere negor debog utawa wit gedhang*, (f) *Mbunteli tempe, benere mbunte lidhele sing wis digodhog supaya dadi tempe*, (g) *Meres santen, benere meres parutan klapa*.

Some examples of misinterpretation above is one of the "uniqueness" of the Javanese. Words/ phrases that misinterpreted as those in the examples above would be wrong or less acceptable if corrected.

Lack of misinterpretation /unacceptable

Misinterpretation referred to in this section is kind of misinterpretation that should be corrected directly from its wrongness. It may cause the listener (O2) becomes unhappy, even angry, and may consider the first person (O1) does not know the *unggah-ungguh* or *subasita*. The guidance on this kind misinterpretationis based on the variety of *kramainggil* in Javanese. The examples are as follows.

The word "Dalem" which means I

The word "dalem" has many meanings and is one word that often caused misinterpretation. Examples of the use of the word "dalem" that has been occurred until now is based on information from Padmosoekotjo in his book entitled *"Memetri Basa Jawi"* Volume I (1995: 208-209) described as follows.

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Tembung dalem kangngo kone dudu omah, iku tembung sesulih pandarbe madya mapurusa "mu", lan sesulih pandarbe pratama purusa "e" tumrap panjenengane ratu. Nanging ing jaman saiki, wis kaprah tumindak ing saindeng ing Jawa Tengah lan Jawa Wetan, tembung "dalem" dadi karma andha petembung "aku" lan panambang "ku". Katrangan lan tuladha ing ngisor iki pethikan saka kalawarti Jaya Baya no.23 taun XXIX kaca 29, andha rane Bapak H. Srojo "wondene tembung "dalem" iku dhek jaman isih tumindak e parentah Kraton Mataram lan Mangkunegaran ing Surakarta biyen, kajaba ateges "omah" uga ateges "mu", dadi jinis ing tembung "sesulih ing pandarbe" tumrap madya mapurusa. Nanging kanggo ne jaman saiki, tembung "dalem" iki wis mratah tekan ngendibae (kalebu ing laladan Surakarta), dienggo lan wis ditampa ing wong akeh kanggo ngandhakake karep "aku" karma inggil (karma andhap (Pm). Kajaba saka iku uga dianggo tembung sumaur tumrap wong sing ditimbali den ing priyayi sepuh utawa wong sing diajeni.

Dhek jaman samana panganggone tembung "dalem" iku pancen kerep kliru. Akeh wong sing karepe mono luwih ngajeni utawa ngurmati marang priyayi sing diajak wawan-gunem, yaiku tembung "kula" dianggep kurang hurmat, banjur diganti "dalem". Lan was anane malah salah, lan kerep nuwuh ake dukane priyayi mau (nanging ing jaman saiki, tembung "dalem" ditegesi "aku" lan "ku", utawa dianggo wangsulane wong kang ditimbali den ing pini sepuh/panggedhe, WIS DIANGGEP BENER. P.)

Ngriki or mriki

In Javanese speech it is often found "ing mriki kula minangka…", "I am in here as…". It should be "ing ngriki kula minangka…,"I am here as…".

In Javanese, word "ngriki" means "here" meanwhile word "mriki" means "in here". For example "mas…mangke tabuh 11.00 tindak mriki nggih" "Sir…be in here at 11.00, please".

Kanca/rencang

In Boesastra Djawa written by W.J.S. Poerwadarminta (1939:524), word rencang means batur, rewang and ari-ari (housemaid, placenta). At the present time, rencang usually interpreted as "friend". For example: Mother: "karo sapa le mrene?". 'With whom did you get here?" Son: "menika kaliyan rencang kula, ibu". 'I am here with my friends, mom".

The purpose of the word "rencang" based on the example above is friend, but if interpreted based on what is contained in baoe sastra Jawa, the phrase means "with my maid, mom".

Sepisan/sepindhah

Sepisah means one time, but often found the word sepisan is softened into sepindhah. It is less acceptable because it comes from the word se se-pindhah. Pindhah means changing places, while pisan means one time. So to state one time or the first is more precise to use the word "sepisan".

Kula/kawula

Kula means I or me (self) while kawula means servant or people. The use of the word "kula" i.e."kula dereng nedha" 'I have not eaten yet' while the use of the word "kawula" such as "manunggaling kawula-gusti" 'the unity of king/leader and people'.

Sepuh/sepah

Sepuh (karma inggil) means old. "Menika tiang sepuh kula", 'This is my parents'. In daily conversation, word sepuh often softened into "sepah", i.e. "boten pareng duraka dhateng tiang sepah',' don't be in subordinate to parents.

Rawuh/kerawuhan

Rawuh means coming or arrival, for example, in the sentence "matur nuwun sampun kersa rawuh", "thank you for coming". "Kerawuhan" means spirits possession. Examples of "krungu-krungu Parmin kerawuhan sing njaga wit randhu ',' rumor has it Parmin got possessed from randhu tree spirit".

Nyuwun sewu/nuwun sewu

Nyuwun means asking while nuwun means asking permission. The right word when we excuse is nuwun sewu, i.e. "nuwun sewu kula badhe wangsul rumiyin" 'I'm sorry, I'm going home first."

Some examples that discussed above are just a small part of "misinterpretation" that often occurs in daily life. After understanding few examples mentioned above, it is expected to be able to distinguish the meaning of each word used. In addition, it is expected to use the Javanese as "laras and leres". Laras means accordance with the state while "leres" means in accordance to paramasastra.

CONCLUSION

Javanese has many types or varieties which in turn have an impact on the use of language itself in daily conversation. In using of the Javanese in daily, sometimes misinterpretation occurs. Misinterpretation can be related to ethics and aesthetics. Misinterpretation relates to ethics should be corrected so that we can respect other people and avoid multi-interpretation.

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IMPROVING THE LEARN RESULT ON INTEGERS MATTER THROUGH THE APPLICATION OF BAMBOO DANCING MODEL FOR THE FOURTH GRADE OF KEBONSARI 1 PRIMARY SCHOOL

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ABSTRACT

This study purposes to describe the application of bamboo dancing model which can improve the learn result on integers matter. It used Classroom Action Research (CAR) methodology applied on 38 students in the fourth grade of Kebonsari 1 Primary School Malang as subject research. The research product was a learning plan by applying bamboo dancing model. The results was showing the students' percentage of the learn result on Cycle I who reached the Standard of Minimum Completeness (SMC) was 72%. Then, in Cycle II the students' percentage who reached the Standard of Minimum Completeness (SMC) was raising to 88%. According to the results, the application of Bamboo Dancing model could improve the learn result on integers matter for the fourth grade of Kebonsari 1 Primary School Malang.

Keywords: bamboo dancing, integers, learn result

Mathematics is one of the field occupying an important role in education. Mathematics in implementation of education is given to all of education level. On primary school Indonesia curriculum, mathematics learning is known that it build the firm capability foundation on understanding concepts, ideas, rules, mathematics logics, reasoning utilices and verifications to solve a problem life (Department of National Education, 2007). By mathematics learning, students are expected to have discipline, toughness, curiousness and confidence. But by this day, a lot of students still think that mathematics is difficult because it is abstract, full of numbers and formula.

Negative perception of mathematics was also owned by the fourth grade of Kebonsari 1 Primary School Malang. Proven by the result of researcher's observation at the process of learning mathematics, enthusiasm of the students in learning mathematics was very low. It could be seen from the students who less of participation following the learning process, and the learn mathematics result indicating 60% fourth grade students or 22 students had beneath score of Standard of Minimum Completeness (SMC), which banned 75.

Number is one of the aspects developed on mathematics at the primary school level. The identification of number is started from natural number, whole number and integers. One of primary school basic competence of grade 4 and 5 in mathematics is integers. Integers taught covers the understanding operation of addition-subtraction and multiplication-division of integers. According to the interview result with the teacher of the fourth grade, researcher

obtained information that the understanding of integers in mathematics was still low. Connecting issues on integers in a school, where the students were still experiencing error concerning the direction of the movement on the line number, counting operation integers involving negative integers.

Learning process will not work without any learning activity from the students. Students' liveliness in learning is able to know the students' ability and understanding toward a matter. The teacher's role in learning process is able to increase students' liveliness by giving attractive activities and involving students directly in it. Effective learning can be reached, when a student play in an active role, while a teacher act as a tutor (Sudjana, 2009). The fourth grade students in Kebonsari 1 Primary School Malang were including as the students who quite active in the process of learning, but they were not in learning mathematics. Inasmuch, according to the observation, the students who were active in learning mathematics, were those who had understood the matter already, but the students who had not understood yet keep silent only and did not want to ask.

One of the models which including the students' liveliness is cooperative learning, where the students learn and work in the small group whose members consist of four to six people with the heterogeneous structure group (Rusman, 2010). Cooperative Learning is not only function as learn in the small group, but in the implementation also gives opportunity to the student to discuss, shares opinions, exchanges ideas and works together. The teacher of fourth grade students in Kebonsari 1 Primary School Malang has issued a number of cooperative models. One new innovations type of

cooperative learning which has never been applied is Bamboo Dancing type cooperative learning.

Bamboo dancing model is one of cooperative learning model managing its class done by the students line facing each other as similar as two pieces of bamboo used in a bamboo dance in Philippines which also popular in some region of Indonesia. Bamboo dancing learning is able to activate an existing cognitive structure that had been owned by the students (Agus, 2012). By this method, the students will discuss, share experience, knowledge and propose their idea to the other students. Therefore, learning becomes meaningful, and the students are also able to understand the concept of integers well.

The aim of this study is describing Bamboo Dancing learning model, that is able to improve the learn result on the integers matter for the fourth grade students in Kebonsari 1 Primary School Malang. In this study, the success criteria of the learn result can be improved if $\geq$75% students reach the minimum score which banned 75 or more.

The learn result is a term used to denote something achieved by someone after making an effort. When the learn result is associated with learning, means the results showing something which accomplished by someone who learns in a particular time. The word learn itself is revealed by Slameto (2010:2) that "a process of effort done by a person to gain a whole change of a new behavior, as his own experience result in interacting to his environment." Therefore, to improve the students' learn result, the teacher need to develop the learning, and one of them is by applying a learning model which can improve students' activities in learning.

Bamboo Dancing learning model was one of cooperative learning model. Learning by using Bamboo Dancing model is as similar as inside outside circle model (Istarani, 2011). It is outstanding to be utilized for teaching material pertaining to the early knowledge for learning next matter. By using this model, is expected that there is similar information known by the students. It is also very beneficial in order to learn in a class more variety. Therefore, the students do not get bored easily.

The cooperative type steps of Bamboo Dancing learning model according to Istarani (2011) are as follows: (1) the introduction of material, (2) the displaying of material, (3) a group split, (4) a group discussion, (5) partner reshuffle, (6) class presentation, (7) closing.

This model is beneficial to shape togetherness among the students. In this method, the competition is not occurring, the students are sharing information. Discussion among the students happened, when they are pairing of and when they are presenting the matter. Besides, it is also beneficial to increase the students' liveliness. In the learning process, there is a deal between the students and the teacher. Therefore, in the learning process, there are various attractive learning activities for students to discover information in achieving competence which want to be achieved.

METHOD

The research methodology was using Classroom Action Research (CAR) approach. This comprised of 38 students in the fourth grade of Kebonsari 1 Primary School Malang. It utilized a Classroom Action Research (CAR) approach which developed by Kemmis and Mc.Taggart.

Hence, the study was composed of (1) the stipulation of research focus, the researchers requested research permission, conducted the first observation, validated the learning device and research instrument to the validator, (2) arrangement was preparing and composing research instruments, (3) execution was the performance of lessons plan's implementation, (4) observation and interpretation were recording of students' learning activities when the process of execution and interview was occurred, (5) analysis and reflection were illustrating the results of observations and interviews and analyzed the level of students liveliness in learning as well as reflecting what have not done yet and what was to be refined. The results of reflection would be utilized for improvement in next cycle.

The instruments of Bamboo Dancing learning model which was utilized by the researcher were as follows: (1) observation sheets, (2) interview, (3) validation sheets. After, the researcher assembled observation sheets of teacher's activities, students' activities, as well as the interview results have been collected, then, the next process was an analysis.

The data analysis stages which was used in this study consisting of 3 phases were (1) reducing the data was describing committed learning procedure, observed indicator of liveliness students' learning which was arise during the learning process, (2) displaying the data was making charts to distinguish dissemination of the liveliness students' learning, (3) drawing conclusion and verification of the data was glancing the achievement which had been determined.

This study withdrawal conclusion and verification were done toward the liveliness students' learning during the learning process. On the other hand, the withdrawal of conclusion results and verification would determine whether the researcher needed to conduct the next cycle or not. Indicator success of the liveliness students' learning

in this study was improving when the analysis result of the students' observation activities sheets suggested that they were active.

RESLULTS AND DISCUSSION

In common, the stages of learning by using the Bamboo Dancing model in integers matter was produce:

1. The introduction of material. The teacher conveyed the integers matter. In this part, the teacher were doing a question and answer toward the students concerning the students' early knowledge about a matter given formerly.

2. Displaying of material. The teacher extended integers matter in the front of the class by using a media. Then, the teacher provided an example to use the media.

3. A group split. The teacher divided the students into 4 large groups, and each group sit facing each other.

4. A group discussion. The teacher distributed the Student Activities Sheets and media, and gave an assignment to each group. Automatically, the students were discussing to finish off their tasks in Student Activities Sheets by exhibiting the media.

5. Partner reshuffle. The teacher was directing one student in each group sitting at the tip of a line to move to another tip. Then, this was when a line shifted. Each student would get a new partner to discuss carrying out other existing tasks in Student Activities Sheets by using *wayangmatika* media. Shifting was undertaken until they returned into their first partner.

6. Class presentation, each large group presented the discussion result in front of the classroom. The teacher motivated the students to respond the presentation result which had outlined by their friend.

7. Closing. The teacher led and directed the students to make inferences against the material that had been learned, and gave homework and material which would be learned at the next meeting.

The learning steps by utilizing Bamboo Dancing model applied by the researcher was accordance with Istarani (2011); there were displaying of class, displaying of material, a group split, a group discussion, partner reshuffle, class presentation and closing.

Based on the observation results, students were lively in clusters to finish off work sheets activities. Activities in the work sheets were (1) those tasks activities on worksheets which was involving the use of media in the process, (2) the students were not only listening their teacher, but also directly experiencing on playing arithmetic integers operation through media, (3) the tasks activities on worksheets were challenging the students to keep trying to convert simulation image into a mathematics sentence, (4) the tasks activities on worksheets contained associated story in daily life. According to some task activities on worksheets which had been completed by the students, it presented that the students' learning activities are not only lectured by the teacher and memorize all of formula but also able by learning activities directed on comprehending concept. This is claimed by Hiebert and Carpenter (1992:74) that understanding students reduce several things which must be remembered. Hence, it is expected to improve the students' learn result.

Based on the interview results to several students which participating in applying Bamboo Dancing model, the students learnt integers matter easily. Therefore, in learning process, the students were more pleasing to learn by using this method.

The students' learn results on integers matter were excellent. It could be seen from the last test of students' learn results, conducted for the purpose to know the level of the students' learn results on integers matter and to know the level of students' success. The final test was held at the end of Cycle I and II undertaken individually by the students. Specific criteria which says understanding concept of the students is improving when $\geq 75\%$ of the students reached Standard Minimum of Competence score, which banned 75.

The final test result of fourth grade students were obtained on Cycle I about 24 students or 72% students who reached Standard of Minimum Completeness score, and on Cycle II consisted of 29 students or 88 % who reached it. Based on the students' final test, the average final test score percentage was 72%, and improving into 88%.

CONCLUSION

Based on the research which had been conducted, improving the learn result on integers matter for the fourth grade of Kebonsari 1 Primary School Malang through the application of Bamboo Dancing model could be concluded that Bamboo Dancing learning model was covering 7 stages; those were displaying of class, displaying of material, a group split, a group discussion, partner reshuffle, class presentation and closing.

Bamboo Dancing learning model could improve the students' learn result on integers matter for the fourth grade of Kebonsari 1 Primary School Malang. This could be seen from improvement of the average final test score percentage from 72% to 88%.

Advice from these activities, the next researchers proper to conduct the further research

on the use of other innovative learning models which can improve the students' learn result in mathematics.

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EFFORT OF PARENTS TO DEVELOP
MORAL AND RELIGIOUS VALUES FOR EARLY CHILDHOOD

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ABSTRACT

Efforts parent is the work done to develop the potential of their parents. Parents are the first and primary educators need to know that the child has great potential at birth. The importance of early childhood education based on their assumption that says that this period is a critical period in a child's development. This early age for children is a period that is appropriate to lay the foundations of the development of moral and religious values, physical, language, cognitive, social, emotional and art. Maximum effort is required of parents to educate children in all aspects of the development and enhancement of the role of parents as educators in the family. This study aimed to describe the efforts made by parents in the development of moral and religious values of children. The research design used in this research is quantitative descriptive. The sampling technique used nonproporsional sample area. Data collector is observation and questionnaire enclosed with using the scale. The results of this study indicate that the efforts of parents in the development of moral and religious values in children in general is quite good, but not optimally.

Keywords*: the efforts of parents, moral, early childhood*

Parents are the primary educators and the first for a child. Parents in the family and their social environment is a learning place a child for the first time. Therefore, a child needs proper stimulation so that children can grow and develop optimally. Bloom (in Siskandar, 2003) states the development of intelligence, personality and social behavior, very rapidly when the child is still an early age. Half of the children's intelligence development took place before the child is four years old.

The importance of early childhood education is based on the various assumptions that says that early childhood is a critical period in a child's development. Jalal (2002) states

> based on the study of neurology, at birth the baby's brain contains about 100 billion neurons that are ready to make the connections between cells. During the first years, the baby's brain is growing very rapidly and produces bertrilyun-trillion connections between neurons that number exceeds the needs. This connection should be strengthened through various psychosocial stimulation, because the connection is not reinforced will atrophy (shrinkage and destroyed). This is what will ultimately affect children's intelligence.

Nutritional factors, childbirth, nursing, environmental and health conditions are also very supportive of children's brain development. This period is called the golden age or golden age. The golden age of a child is a period that is appropriate to lay the

foundations of the development of moral and religious values, physical, language, social, emotional, and the art of making efforts to develop the full potential of early childhood should be initiated so that the growth and development of children achieved optimally ,

The responsibility of child development has long been recognized by many parties. In simple scope both central and local government through relevant agencies have made efforts to grow the potential and optimization of child development. Meanwhile, in a wider scope, all the countries in the world have agreed on the importance of efforts to improve the welfare and development potential of children.

International attention including early childhood education at the meeting show the world education forum in 2002 in Dakar, Senegal, which resulted in six commitments. One butirnya agreed to expand and improve the overall care and early childhood education, especially for children who are vulnerable and disadvantaged (Napitupulu, 2002). In particular, the Indonesian government as part of the international community has participated in the determination of those commitments. Policies internationally, directly influenced domestic policy.

The Indonesian government has tied up with various commitments and international conventions related non-children's rights. Various commitments and the convention has been ratified. Some global issues such as the fulfillment of the rights of children and women, the need for the basic values that are universal to be instilled in children ... program enhancement and development of children

early age becomes a very important issue in the national agenda (Mansur, 2005).

Legally, there are binding regulations on the matter. One of them is Law No. 23 of 2002 on the Protection of the Child which states that "every child has the right to live, grow, develop and participate fairly in accordance with human dignity, as well as protection from violence and discrimination". One implementation of this right, every child is entitled to education and teaching in order to develop his personality and his intelligence level in accordance with their interests and talents (Reference Menu Learning in KB).

Other juridical basis related to the importance of early childhood is reflected in the amendments to the Act of 1945 markets 28b paragraph 2, that "The State guarantees the survival, development and protection of children against exploitation and violence". The government also issued Law No. 20 of 2003 on National Education System, which specifically includes about Early Childhood Education stated in Article 28. Under the convention of children's rights, there are four principles, one of which contains the equal right of every child to early childhood education without distinction as to race, sex, language, religion, social level, have special needs or unfair.

Educational activities aimed to develop the potential of children early in preparation for life and can adjust to the environment, including entering primary education. But studies reveal that approximately 28 million children aged 0-6 years who are not served in any preschool education program amounted to about 11 million children (39.29%) (Susanti, 2007). Related to the above, Mansur (2005: 95-96) drew the conclusion that:

> in 2002 of approximately 26,172,763 children aged 0-6 years old in Indonesia who received education services from a variety of existing early childhood programs only about 7.34325 million children, or approximately 28%. As for the preschool age is 4-6 years of age there are approximately 10.2 million (83.8%) who have not served in preschool education. Of the total number of children aged 0-6 years to get the service, the largest number were in the beginning of first grade are 2,641,262 children (10%), next through through the development program for 2,526,205 children under five (9.6%), amounting to TK 1,749,722 children (6.7%), RA amounted to 378 094 children (1.4%). The group played for 36 649 children (0.1%) and through the Park Children's

Education for 15 308 children (0.06%). From the description it can be concluded that early childhood unserved children early childhood at 19.01 million (72.64%).

Child should acquire appropriate stimulation to be able to grow optimally in every phase perkembangnnya. Various efforts preschool educational services for early childhood (0-6 years) has been implemented through Kindergarten (TK), group play (KB), TPA (TPA), BKB (BKB), and IHC. But the efforts that have been taken so far is not yet provide full services in the aspects of health and nutrition education.

Lack of education, health, and nutrition in children aged 0-6 years have an impact on the unpreparedness of the child to go to school. In addition, the lack of stimulation received early childhood led to the golden age of the child is lost and wasted. Whereas the level of intelligence of children by almost 50% when the child was 4 years old, 80% occurred when he was 8 years old and culminated when the child was 18 years old.

However, not all children could obtain an adequate education. Factors that were encountered in the community, among others still lack of understanding by the public about the importance of early childhood education, shortage of funds from parents and lack of early childhood education facilities are available. Not everyone knows that optimizing a child's growth can actually be done by playing. Through play, children can learn about themselves and their surroundings and learn about a variety of things. Playing is a need for children. Because of the efforts of the parents needs to be done so that play activities can be used as a means for children to optimize their potential. So the six aspects of child development can be met. These aspects include the aspect of moral and religious values, physical, language, cognitive, social, emotional, and art. Efforts are being made for the child's parents is not oriented to children, but also on the efforts of parents to gain skills and knowledge as an educator in the family.

Results of research conducted the Rainer Foundation in 1999 said the ten things parents can do to improve the health status and development of the brain, is done by giving a stimulus in the form of warmth and sincere love, giving direct experience with using senses (sight, smell, hearing, taste and touch), interactions via touch, a hug, a smile, singing, listening attentively, responding babbling child, invites conversing with a soft voice and feels safe. Touches are very helpful in stimulating the brain that produces hormones that are needed in the development.

Efforts are being made to parents of early childhood mendidikan besides giving stimuli is also done with a game in accordance with the stages of child development. Because the play is a

bridge to children in learning. Play activities is an activity that helps children achieve complete development of physical, intellectual, social, moral, and emotional.

METHOD

This classified research in the quantitative descriptive research. This descriptive study aims to obtain an overview of the variables studied and gained the support of quantitative data in the field. Descriptive research is research that aims to describe situations or events (Suryabrata, 2002). The purpose of descriptive research is to create a description, picture, or painting in a systematic, factual and accurate information on the facts, characteristics and relationships between phenomena investigated (Nazir, 2003).

Data analysis techniques in quantitative research using statistical. There are several types of statistics used for data analysis in research, namely descriptive statistics and inferential statistics. Inferential statistics include parametric and non-parametric statistics (Sugiyono, 2006). Processing data in follow-up activities after the data collection implemented. In quantitative research, data processing is generally implemented through the editing stage, the process of identity coding, and tabulating process (Bungin, 2006).

The population of this study is that parents of young children in the village Donowarih. The samples are parents of children aged 1-6 years 40 respondents drawn from Hamlet Authorship and 40 respondents from Hamlet Borogragal. Mechanical sampling using a non-proportional sampling area. Data collector is observation and questionnaire enclosed with using the scale. This research analyzed using percentage analysis.

RESULTS AND DISCUSSION

The efforts of parents in the development of moral and religious values in the Village Donowarih Karangploso District of Malang regency are as follows: 1) Parents taking children to pray before and after doing activities with the percentage as much as 31.3% said always, 41.3% said often, 22 , 5% said rarely, and 5% said never. So from the data known that the majority of parents expressed often with a percentage of 41.3%. 2) Parents taking children to worship with the percentage of 32.5% said always, 37.5% stated often, 18.8% said rarely, and 11.3% said never. So from the data known that the majority of parents expressed frequently with the percentage of 37.5%. 2) Parents teach children to say the words mannered with the percentage

as much as 41.3% said always, 46, 3% said often, 10% said rarely, and 2.5% said never. So from the data known that the majority of parents expressed frequently with the percentage of 46.3%. 3) Parents teach children to love their parents / orangsekeliling / teacher / friend / animal / plant, etc. with a percentage of 40% said always, 48.8% said often, 10% said rarely, and 1.3% said never. So from the data known that the majority of parents expressed frequently with the percentage of 48.8%. 4) Parents introduce children about God's creations with a percentage of 20% said always, 63.8% stated often, 12.5% said rarely, and 3.3% said never. So from the data known that the majority of parents expressed often with a percentage of 63.8%. 5) Parents taking children to sing religious songs with a percentage of 11.3% said always, 40% said often, 33.8% said rarely, and 15% said never. So from the data known that the majority of parents expressed often with a percentage of 40%.

The efforts of parents in the development of moral and religious values in the village Donowarih with the highest percentage was the efforts of parents to teach children to be kind to parents / round / teacher / friend / animal / plant, and so on, with a percentage of 81.9%. So that the efforts of parents in the development of moral and religious values can be sorted as follows: 1) Parents teach children to love parents / round / teacher / friend / animal / plant, and so on with a percentage of 81.9% included in the category of very good. 2) Parents teach children to say the words mannered with a percentage of 81.6% is included in the excellent category. 3) Parents introduce children about God's creations with a percentage of 75% included in the category quite well. 4) Parents taking children to pray before and after the activity with a percentage of 74.7% included in the category quite well. 5) Parents taking children to worship with a percentage of 72.8% included in the category quite well. 6) The effort of parents with the lowest percentages are parents taking children to sing religious songs with a percentage of 61.9% included in the category quite well.

Based on the results of this research is the efforts of parents in the development of moral and religious values of children in the village Donowarih Karangploso District of Malang in general is quite good. This can be seen in the results of the acquisition of the majority of respondents answer is often the answer. Although ideally the answer of the respondent is always the answer.

In connection with the efforts of parents in the development of moral and religious values, Sobur (1986: 23) states that religious education turned out to be closely related to other aspects of the educational family. Religious education can be fundamental or mental basis for the child and

become part of the way of thinking and as well as how to behave towards all aspects of life that children face.

The efforts of parents to encourage children to pray before and after the activity and invite children to worship pretty good. This happens because the daily life of the elderly in the village Donowarih get used to encourage children to pray and worship. In accordance with the opinion of Mansur (2005: 55) states that "religious acts committed by children are basically derived from imitation. Pray and pray for example, they carry out because the results look reality in the environment, both in the form of habituation or teaching intensive".

The parents to teach children to say the words Donowarih mannered in the village is very good, because in everyday life, most parents in the village Donowarih accustomed to using polite language to children and those around him. In accordance Sobur opinion (1986: 85), which revealed that the child has a politeness or not, depending mainly on the example of our parents. Basic courtesy is the attitude of other people will remember. Children will learn to be so, if the parents he saw politeness and respect the honor.

The parents to teach children to love their parents, are round, teachers, friends, animals, plants and so on in the village Donowarih very good. Due to the daily lives of children interact with parents and the environment. In the village of Donowarih relations between neighbors are still very tight, so parents automatically accustom children to dearest parents, other people, animals, plants and so forth.

Parenting parents at home will affect the emotional development of children. If children are accustomed given a lot of love and attention from both parents at home, then he will get used to give the same thing to his friends.

While the efforts of parents to introduce children about God's creations good enough. This is because in daily child to see something and learn from what he saw. These efforts are often done by parents in the village of Donowarih inadvertently, let parents show mountains, sky star, moon, plants, animals and so on.

The efforts of parents to encourage children to sing religious songs quite well. But this effort is an effort that the lowest compared to other efforts. Children in the village Donowarih lot that goes into landfill (Learning Al-Qu'ran) in that place children learn the Koran, learn prayers, and so are housed in mosques or mosque. Children also learn religious songs on the spot. So that parents no longer need to teach children. Parents can simply rotate cassette CD of religious songs.

Pujiastuti (2003: 37) revealed that the introduction to the Lord can do through habituation in religious rituals such as prayer and fasting ... by doing repetitive habituation, the child becomes accustomed to and memorized what to do as creatures of God. This is an example or role model of parents and the adults around them because children are imitative.

CONCLUSIONS AND RECOMMENDATIONS
Conclusions
Based on the research and analysis of the data that has been described, then the conclusion is the efforts of parents in the development of moral and religious values of children in the village Donowarih Karangploso District of Malang pretty good. This is evidenced by the attitude of parents to give good examples and role models to their children.

Recommendations
Based on the research that has been done, in outline, may put forward suggestions for parents to enhance its role as an educator in the family in order to educate their children to be better. Government advised to pay more attention to education in the region as a whole and provide adequate facilities and educational services to the people maximum. Early childhood program providers are advised to pay attention to remote areas with weak economic level, as well as the knowledge society is still low for conduct activities supporting early childhood education.

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STUDENT LEARNING THROUGH AUTONOMY PERSPECTIVES ON COMMUNICATION WITH AUDIO AND VISUAL ON DEMAND TECHNOLOGY

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ABSTRACT

Owners autonomous learning by the learners need to be supported by the control teachers. Strengthening Environmental individual study strengthens the autonomy of learners in improving self regulation learning, strengthening the au-tonomy of learners need to supply a source of learning with technology ownership autonomous learning by the learners need to be supported by the control teach-ers.Strengthening Environmental individual study strengthens the autonomy learners in improving learning self regulation. the strengthening of the autonomy of learners need to supply a source of learning with technology Audio and Visual on Demand (AVOD) organized with a QR code. The device regulating access to learning resources using a mobile gadget is a device supporting mobile learning applications in on-line learning. Model Development Davidson and Rasmussen (2007) were selected based on suitability to the needs of the characteristics of the learning management system development by On-line.

Keywords: autonomous learners, mobile gadgets, audio and visual, on demand

Research e-learning applications that have been implemented in Universitas Malang (UM) by a team of researchers Technology Department of Education has been conducted since 2007. The development of the K-1 INHERENT institutions has produced Learning System On-line applications (SAPROL) used until now. Researchers majors Education technology Adi (2015) stated that the problem of learning resources is still a lack of students' writing, so as to facilitate needs to be made container editing on-line in order to facilitate the development of learning resources. the result of the development SAPROL and learning resources on-line has built a system that offers a unique opportunity but still has limitations environment for building self-learning for students. Praherdhiono (2015) states that the study environment ergonomic backed with physical locations such as buildings at the university, library or classroom, as well as learning tool both the digital and non-digital. this statement was sharpened in the Partnership for 21st Century Skills (2009) that the learning tools that are included in learning environtment is the online learning, virtual school, and combine digital devices and non-digital. The opportunity offered by the learning environment of e-learning University of Malang is the Source learning is freely accessible and open to students of the State University of Malang. Sources of learning are coupled with a web application that is user friendly by empowering local networks and the Internet. Students independently are able to access, but seen from the instructional design and layout of the website, the app still has limitations for use in mobile gadgets. These conditions are not only applicable in the State University of Malang

Owner's autonomous learning by the learners need to be supported by the teacher control. The learning environment otonomi strengthen individual learner autonomy in improving self-regulation learning (Atwell, 2007; Aviram et al, 2008). However, increased responsibility and control on the part of the students are not always the same student motivation (Reeves, 1996). students are in-volved in learning research network must be self-directed. not only are they navi-gate a web-based application for the first time, they were also asked to play an active role in the learning process by making decisions about how to look for, in where to look for, and why certain content meet the goal of learning. No longer is fine, charts the paths that define what to do to get an "A" .Tradisional, lecture-based classes are designed as passive learning environment where students im-parting knowledge and students respond (Chen, 2009). Imagine the potential frustration that self-study applies to students who are comfortable enough accus-tomed to a certain direction Students with limited expectations.

Students as the manifestation of a chaser must take control of learners in a way that is good and elegant. Students within the university needs to provide the right balance between control learning with learner autonomy in order to facil-itate the activities of independent learning in an environment independent learning (Beaudoin, 1990; McLoughlin & Lee 2010). the learning

activities to control the autonomy of the students gave a challenge to the student control in the measure-ment, assessment and evaluation of learning outcomes. If the student has primary control, the student must consider how to do the measurement, assessment and evaluation (Pedersen & Liu, 2003). Roles students in a student-centered approach to learning are that of a facilitator and trainer (Wang, 2006).

WEB-BASED LEARNING

Research applications on-line learning in the Department of Education Technology, State University of Malang (UM TEP) is an umbrella research. These studies are expected to contribute to the TEP UM departments. These contribu-tions are: 1) Research at the UM Department of TEP expected to produce designs and models of on-line learning. 2) Research at the UM Department of TEP ex-pected to produce developments learning resources that can be distributed through the media on-line learning. 3) Research at the UM Department of TEP is expected to produce a learning resource and can be used in on-line learning environment in accordance with the characteristics of learning resources, instructional media and learners. UM researchers majors TEP FIP realize that the need to continuously conducting research that on-line learning can be used as a form of learning that is ideal for majors TEP UM in

particular and the University of Indonesia On Generally.

Research by students in the environment department TEP UM starting from research institutions INHERENT K-1. This research laid the basis for development of on-line learning. The study has resulted in SAPROL who have used the majors TEP UM since 2007 until now, research development is a research which produces a product with a valid qualification so it deserves to be imple-mented in on-line learning.

Recent studies majors TEP UM has contributed evenly. Research last several students have been doing development that has contributed significantly. Praherdhiono (2014) developing learning environment on-line cyber well-ness. The study was developed by a student of TEP UM and tested in Department of Special Education (PLB). Kuswandi (2014) developed cyber wellness through Ki Hajar Dewantoro learning approach to the concept of continuous, convergent and concentric.

RESOURCES IN THE FORM OF AUDIO AND VISUAL

Mobile gadget is a device that can be categorized as the application sup-port mobile learning in on-line learning. Mobile gadgets are technically very sup-portive models in Drexler Drexler (2010) that build learning has exceptional access tree (Figure 1).
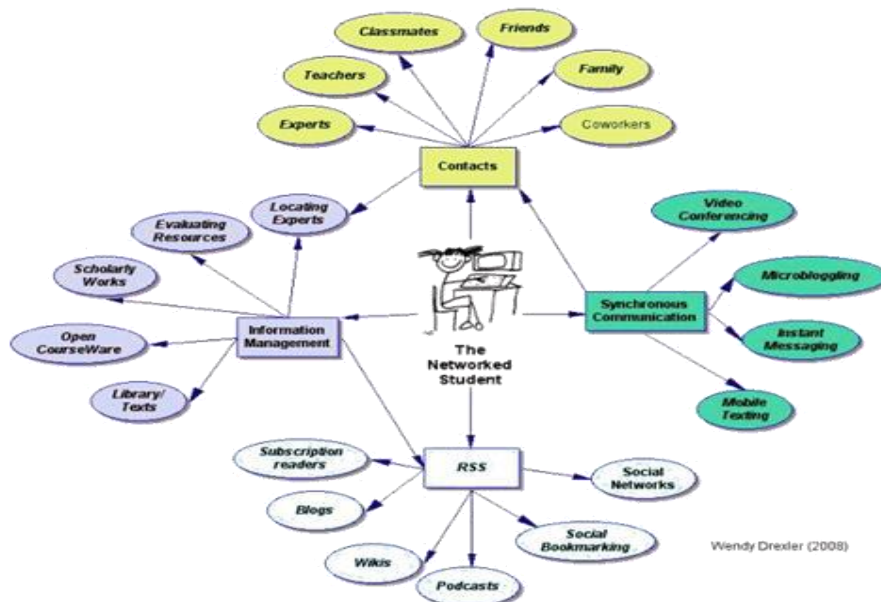
Figure 1: Student Network

The model describes including academic contacts related to social con-tact, communication synchronous and asynchronous, information management, and syndication

really simple (RSS). Social contacts including students, class-mates, students outside the classroom, and subject matter experts. Communication Synchronous refers to video

conferencing and instant messaging. The management activities include seeking expert information, evaluate resources, access to scientific papers, and find other open educational resources. RSS includes blog-ging, reader subscriptions, podcasts, wikis, social bookmarking, and other social networks.

Students in the network follow a constructivist approach to learning. He builds knowledge based on experience and social interaction (Jonassen et al., 2003). Constructivism encourages "greater participation by students in the deprivation of their scientific knowledge" (Larochelle et al., 1998). Technology mobile gadgets as a collection of tools that can promote the development of knowledge, information media to explore the knowledge, active learning tool, social media to promote conversation and intellectual partner to fa-cilitate reflection (Jonassen et al., 2003). Each of the components present in the Mobile Gadget . Students use RSS and social bookmarking to organize infor-mation and build knowledge in advance with the aim of completing a task or achievement of learning goals. Social media, or web-based application designed for the purpose of interacting with other people online, promote conversa-tion. Blog is an example of a vehicle in which students can reflect on the learning process. Sub-section coexist to support constructive learning experience. The learning environment of students made individual and interesting.

Siemens (2008) associate the concept connectivisme by learning to use networking on-line. He confirmed that learning and knowledge boils down to in the diversity of opinion, and learning is a process that connects the nodes or re-sources (Siemens, 2004). Mobile Gadget learning environments private reflected in many of the principles connectivisme. Often traditional classroom settings to provide a forum for a limited point of view, perhaps just students, textbook writ-ers, and students may be others in the class. Conversely, in an environment of learning networks, blogging is a key component of the learning environment per-sonally in which students respond and gather the opinions of others. Students identify blogs that target a particular unit of study, and they have the option to respond with their own opinions. They are taught to distinguish between facts and opinions and appreciate good value.

In a traditional classroom settings, students have primary control over the content. She selecting or designing the curriculum. Learning to use mobile gadg-ets on-line gives students the power and control to get in touch with an expert lec-ture material in almost all areas. Skills to identify content and expertise valid, acknowledges the source is questionable, and it compares very important in the information age continues to grow. the connection to humans is an important part of the learning process. Connections are expanding to include access to resources and artifacts creative. Computers and mobile devices continue to expand access to all kinds of information and learning resources. the content of learning is rapidly becoming available, a web application that is released to assist in the management of content. Furthermore, the students take advantage of the availability of content is presented in a new format were held. in the end, learning environment person-ally built by humans becomes available for others who want to learn about top-ics together . learners are new, only connected through a computer or mobile de-vice, it may not have personal contact with the development of the learning envi-ronment of individuals, but they learn from and contribute to a collection of re-sources. Students on-line build knowledge that can be built above in another con-text. Knowledge in the network, which will be activated by learners at any time in the future. There is always a capacity to add nodes to the network (Siemens, 2009).

Students on-line to build a personalized learning environment one node at a time. Once the connection is established, they must be revisited and built upon to facilitate further learning. The learning environment personally live outside of time spent in the classroom, especially if students choose to activate it. But even in a situation where one of the students left the personal learning environment, if it is created as an open source, it becomes a powerful node from which others can learn.

AUDIO AND VISUAL RESOURCES ON DEMAND

Students and students now have had various forms and tools for authoring Web 2.0, including Audio and visual podcasting, blogging, social bookmarking, social networking, virtual worlds and writing activities wiki (Gray, 2010) . In addition, the technology Web 2.0 into an authoring tool specifically designed to meet the educational users , both free-standing services such as Vol, Edublogs, Serious Games and TeacherTube, and tools included in newer versions learning management systems like Blackboard and Moodle. Furthermore, no student or students have to rely more on online learning infrastructure provided by the institution to give them access to their chosen destination designed or popular tools. So students and maha students together, freer than ever to use Web

authoring forms new they choose, to support teaching and learning, both inside and outside the academic policies and protocols.

Many media information as Behan management of learning resources, it is increasingly difficult to keep abreast of changes in certain areas, the implications arising from the related fields. Really Simple Syndication (RSS) allows learners to subscribe to change the content and make tracking changes easier. But it is up to students to determine what will be included in the context of the study. for more control shifts from students to students, increase the responsibility falls on individuals to make decisions about which nodes in the network's most importen. Proses this decision comes with experience.

In the end, meaningful learning occurs with the construction of knowledge, not reproductions; conversation, not acceptance; articulation, not repetition; collaboration, not competition; and reflection, not a recipe (Jonassen et al., 2003). Perspectives Jonassen about meaningful learning guide the design of learning environments constructivist. The design, the learning environment of individual students and the students made in this study obey the principle of con-structivist with the aim of developing online students are taking increased respon-sibility her learning while navigating an increasingly complex content ba-sis. Students are facilitators in the process of helping students learn tissue scaf-folds and manage content as it becomes more complex.

Development of individual learning environment is not always facilitate the understanding or deep understanding. Studying the potential that exists in what the students do with the preparation of the content and how it is synthe-sized. Model Student network is one of the investigation, or the process of "ex-ploring the issues, ask questions, make discoveries, achieve new understanding and satisfy the curiosity of a personal" (National Science Foundation, as quoted Chang & Wang, 2009, p. 169). Shipping is not more effective than other learning unless a balance is struck between centered approaches Student and centered on students. Instructional objectives are "to really enhance the cognitive activity" (Chang & Wang, 2009, p. 169). in the guided inquiry, students leave problems and directing students to materials for investigation (Colburn, 2000). Students need to help students navigate the

breadth of content, apply the tools properly, and offer support in the form of skills of digital literacy and skills subject mat-ter. However, students may not be the only expert in the learning process. the ability to look beyond the classroom walls expertise is one of the powerful bene-fits of a personal learning environment that is structured.

Principle connectivisme equate the fundamentals learned in the world of networking, design, learning environment personal-pupil creating student-facilitated this research adheres to the principles of constructivist and connectivist with the aim of developing the student network will take more responsibility for their learning while navigating a base content increasingly complex.

ANALYSIS SYSTEM MANAGEMENT AVOD

Methods Development of Web-Based Learning Design Model Davidson-Shivers and Rasmussen have antara development phas-es are: 1). Analysis; 2). Evaluation Plan 3) Phase Unison covering design, system development, testing and implementation and Formative evaluation. This phase can be done Arm times until the time limit is not specified; 4). Implementation of Comprehensive; 5). Evaluation Summative and Research.

The results of the analysis envisaged impact on the design process and does not affect the overall Concurrent Design. The process of analysis and design is not a sequential process, but the process of analyzing influence on the design process. However, the processes that are in the environment Design Unison is not directly affected. The analysis process includes two fase namely analysis and cur-rent students and analysis of learning resources that use media learning form of mobile gadgets . the results of both phases was documentation of design devel-opment early stage. documentation of these designs will be used as policy makers in the development of management systems collaboration and current students through on-line system. Documentation design is rational design management sys-tem web Based and justification of the beginning of the web-based management system design. The justification is the justification for the sustainability of the next process. Analysis problem is an investigation into the activities of the performance problem and not only found the problem, but at the same time solving the search problem. Analysis of learning component is an analysis of the community situation.
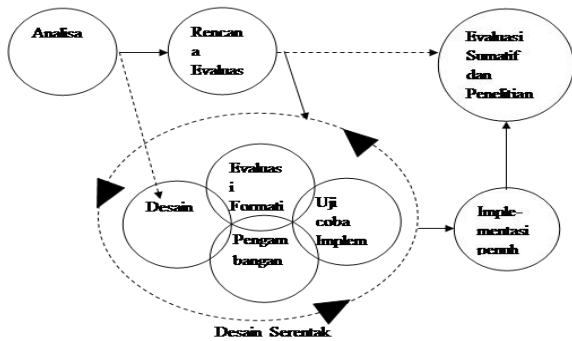
Figure 1. Model Development Learning Model (Davidson-Shivers and Rasmussen: 2006)

BEHAVIOR CHANGE COMMUNICATION

The results of the analysis of the condition is the emergence of pressures from various parties is increasing for students to enter the media with email tech-nology, web and multimedia - into their programs and teaching practices (Lee, 2004). As a result, students need to develop new knowledge and skills in the de-sign and production multimedia resources. There is a growing need for students to understand the design process media and instructional design process. However instructional design framework in the literature does not seem to recognize an es-tablished process of instructional media design. Anything can change except that remains is change itself

The students have mengalami increasing awareness of the context, the role, delivery and funding (Oliver, 2001). The growth of both the number and type of media increased as the line exponentially in the use of the Internet, espe-cially web since 1995 with his ability to communicate some information media - text, image, audio, animation, video - interactive and now has become an instant way to cross state boundaries. Toffler (1990) confirms the observation that "what is happening is the emergence of an entirely new in wealth creation that is totally dependent on instant communication of data, ideas, and symbols".

The new media allow changing instructional practices in ways often de-scribed as' flexible delivery flexible learning and mediated learning. Suffi-cient resources organization was a strategic incurred for offering courses in fashion flexible to better learners. A common reason is that the internet is flexible based anywhere and anytime, learning must be offered by the organization without borders' to maintain the position of the student and continued relevance in the global market and diverse learning facilities and competitive provider.

CONCLUSIONS AND DISCUSSION

Changes to student communication users in informatics perspective in learning science has undergone reforms and actions that emphasize that: 1) the active involvement of learners in the learning process becomes the most important element; 2) pay attention to the intellectual and emotional capabilities at various levels are the competencies required of students; 3) the preparation of teaching media not only as its medium, but are intended to participate in solving the prob-lems in the world that is changing rapidly and flexibility as the demands of learners who will enter the workforce which will require life-long learning. This condi-tion is in line with the thinking Kearsley, (1994: 159) disclosing the student and the administrator must be properly prepared to improve and manage the technology. Not only as a medium, but as a problem solver

One area that is very important for students is the ability to critically evaluate media technology pembelajarn existing and new. We need students who can think about the possible side effects, consequences and impact of technologi-cal media that have been developed. Students need to develop learning media which can only be a mediator. But it can connect learning resources into learning assets and learning in the learning environment.

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DEVELOPMENT PREPARATION, IMPLEMENTATION, AND EVALUATION OF THE REGIONAL DIVERSITY-ORIENTED THEMATIC LEARNING FOR 3 GRADE OF ELEMENTARY SCHOOL IN MALANG

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ABSTRACT

The research of this thematic learning conducted in the 3 grade of the elementary school in Malang which was divided into the region of city center, a half of city and village, and border village. The subjects of this research were 50 teachers of the 3 grade of the elementary school in Malang. The goal objects of this research included: (a) make a thematic lesson plan in the 3 grade of elementary school, (b) implement thematic learning in the 3 grade of elementary school, (c) evaluate the lesson plan and accomplish of thematic learning in the 3 grade of elementary school. The instruments used in this research were questionnaire, interview guide, and documentation. The gained from the questionnaire processed in qualitative by using percentage. In the thematic learning, the teachers of elementary school or madrasah ibtidaiyah faced some difficulties, they were: (1) making or arranging the lesson plan for 3 grade of the elementary school or madrasah ibtidaiyah in Malang, that were mapping out the Basic Competence (KD), abbreviating the theme, and developing the indicator, (2) Implementing the thematic learning, such as: less practiced in the field, the teachers in elementary school or madrasah ibtidaiyah faced difficulties in deciding the learning methods for thematic learning which activated the learners, (3) Evaluating the thematic learning, such as: the teacher in elementary school or madrasah ibtidaiyah only focused on the cognitive successfulness

Keywords: thematic learning, preparation, implementation and evaluation.

This research focused on the map making about teachers' skill in: (1) making the thematic lesson plan for 3 grade of the elementary school, (2) implementing thematic learning in the 3 grade of elementary school, (3) evaluating the lesson plan and implementing thematic learning for 3 grade of elementary school suitable with the teaching they made, except for the drafting of a handbook (guides) on the teachers' skill in: (1) making the thematic lesson plan for the 3 grade of elementary school, (2) teachers' skill in implementing thematic learning in the 3 grade of elementary school, (3) evaluating the lesson plan and implementing thematic learning for 3 grade of elementary school suitable with the teaching they made. So that, the straightening problems as follows: how is the regional diversity oriented thematic learning for 3 grade of elementary school in Malang.

METHOD

The first problem which would be solved is (1) how is the data illustration about teachers' skill in making thematic lesson plan for the 3 grade of elementary school, (2) how is the data illustration about teachers' skill in implementing thematic learning at the 3 grade of elementary school, (3) how is the data illustration of teachers' skill in evaluating the lesson plan and implementing thematic learning

for the 3 grade of elementary school appropriate with the learning scenario that they made.

Therefore, the procedure that would be done in planning those problems was:

The first step of this research is used descriptive plan. this research is aimed to describe systematically, specify and accurate about (1) how is the data illustration about teachers' ability in making thematic lesson plan for the 3 grade of elementary school, (2) how is the illustration data about teachers' skill in implementing thematic learning at the 3 grade of elementary school, (3) how is the teachers' ability in evaluating the lesson plan and implementing thematic learning at the 3 grade of elementary school suitable with the learning scenario that they made. Therefore, determined two ways, they are survey and deepen interview completed by observing and documenting (Winarni, 2007). Both of those way used as an entry for developing the diversity-oriented thematic learning (geographical characteristic) on the learners at the 3 grade of elementary school in Malang.

Variable of the research that would be studied or examined in this first step is the profile of thematic learning as follows: (1) how is the data illustration about teachers' skill in making the thematic lesson plan at the 3 grade of the elementary school, (2) how is the data about teachers' skill in implementing the thematic learning at the 3 grade of elementary school, (3)

how is the data about teachers' skill in evaluating the lesson plan and implementing the thematic learning at the 3 grade of elementary school suitable with the learning scenario that they made.

Therefore, taken on two ways, namely survey and deepen interview completed by observing and documenting. Both of them were used as an entry for developing model of diversity-oriented thematic learning (geographical characteristic) for the 3 grade of elementary school at Malang.

The population of this research were the teachers at the 3 grade of elementary school placed in Malang region consisted of (a) center of the city consisted of Klojen sub-district and Lowokwaru, (b) half of the city and the village consisted of Blimbing sub-district and Sukun, (c) Village, namely Kedung Kadang sub-district (a border). Each of the sub-district consisted of 5 supervision regions, each of the supervision was taken 2 elementary schools, amount of the subjects were (5x5x2) or 50 elementary schools.

The instruments used in this research were questionnaire and interview guide. There are some important steps in arranging the questionnaire. First is elaborate the first variable (1) how is the data illustration about teachers' skill in making thematic lesson plan for the 3 grade of elementary school, (2) how is the data about teachers ability in implementing the thematic learning in the 3 grade of elementary school, (3) how is the data about teachers' skill in evaluating the lesson plan and implementing the thematic learning scenario in the 3 grade of elementary school suitable with their own learning scenario that they made. Both of the way used as an entry to develop diversity-oriented on the model of thematic learning (geographical characteristic) in the 3 grade of elementary school at Malang.

Those variables elaborated into sub variable. Second, arranging the questions based on the characteristics or grating which always is made. Forth, accomplish analysis on the question based on the substance and the technical administration. Five, accomplish the completing instruments. Kinds of the interview used were structured interview. Consisted of basic questions, and asked for open-ended answer from the respondents.

Assessment of data field expert testing done by using questionnaire and interviewing about the acceptableness of the packet. Based on Moleong (2008) this questionnaire contained an entry level of utility, accomplish, and consistency. The interview contained an entry to the correction on the model of diversity-oriented (Geographical characteristic) thematic

module training packet for the 3 grade of elementary school in Malang. Then, the experiment data would be collected by using questionnaire, interview, observation and inventory.

Qualitative analysis used to determine the performance of teachers response from the 3 grade of elementary school. According to Moleong (2008), research position in the qualitative research is as the planer, organizer, collector, analysis, data interpreter and finally as the reporter on the result of the research. Qualitative approach used when the research analyze the result of mapping: (1) teachers' skill in making thematic lesson plan for the 3 grade of elementary school, (2) teachers' skill in implementing thematic learning in the 3 grade of elementary school, (3) teachers' skill in evaluating the lesson plan and implementing the thematic learning at the 3 grade of elementary school suitable with the learning they made, and then the data from field notation processed tobe some meaningful sentences.

RESULT AND DISCUSSION

Result from the first research on the first year, for the region considered from their elementary school consisted of city center (Klojen sub district and Lowokwaru sub district), half city and half village (Blimbing sub district and Sukun sub district), and village (Kedung kandang sub district) as follows:

1) Mapping out the basic competence before making the lesson plan

No	Alternative answer	City center	Half city and Half village	Village
a)	Yes	80%	85%	42%
b)	No	5%	15%	58%
c)	sometimes	10%	-	-
d)	No answer	5%	-	-

2a) Obstacles faced when mapping the basic competence (KD)

No	Alternative answer	City center	Half city and half village	Village
a)	Blend or mix the suitable theme and basic competence related with the course	14%	27%	55%
b)	Relates each of the material	14%	-	15%
c)	Have not understand yet because there is no deepen training yet	16%	5%	-
d)	Different suitability competence	7%	-	-
e)	Putting the indicators	7%	-	-
f)	Suitability with the theme	7%	5%	-
g)	Relates course material per discipline with the theme	7%	-	-
h)	Breaking up among the material and the basic competence, indicator and the learning steps	7%	-	-
i)	Time	0%	5%	-
j)	Classify per basic competence	7%	-	-
k)	There are some basic competence which cannot be mapped in one theme in some courses	7%	5%	-
l)	Nothing/divided/empty	7%	27%	30%
m)	Not answer	-	21%	-
n)	Determined the basic competence which is suitable with the theme-	-	5%	-

2b) Solution to overcome the obstacle in putting the basic competence before making the lesson plan

No	Alternative answer	City center	Half city and half village	Village
a)	There is no solution because of the complication	5%	-	-
b)	Deepen the material that would be delivered and looked the relevancy of every relevance material	5%	-	14.3%
c)	Found out the information from friends	10%	11%	-
d)	Isolated the competence in different time	5%	-	-
e)	Saw the example on the other book	5%	5.5%	-
f)	Found out suitability with the theme	5%	5.5%	-
g)	Making perception which enable some of the course could be put together	5%	-	-
h)	KKG (having a discussion on the KKG)	5%	3%	-
i)	Making self lesson plan without including the available theme	5%	-	-
j)	Have not understand yet	5%	11%	-
k)	Saw the text book	5%	-	-
l)	Understand the basic competence	10%	-	-
m)	Not answer	25%	31.5%	14.3%
n)	Asked and saw the example	5%	-	-
0)	Found out the same	-	5.5%	-
p)	Tried to make it, might be have not accurate yet	-	5.5%	-
q)	Used anathematic methods	-	5.5%	14.3%
r)	Implemented the program and accompanied by the learning correction	-	5.5%	-
s)	Basic competence mapped out suitable with the material and the learning objective	-	5.5%	-
t)	Collected the basic competence in each course	-	-	14.3%
u)	Inserted the basic competence in the nearly suitable theme	-	-	14.3%
v)	Flexible in the time allocation	-	-	14.3%
w)	Adjusted between the basic competence and the theme	-	-	14.3%

3a) Making yearly program

No	Alternative answer	City center	Half city and half village	Village
a)	Yes	95%	95%	70%
b)	Sometimes	5%	-	-
c)	No	-	5%	30%

3b) Obstacles in making yearly program

No	Alternative answer	City center	Half city and half village	Village
a)	Time	35%	15%	27.5%
b)	There is no	10%	35%	15%
c)	Incompletely with the plan in the year	5%	5%	-
d)	Not answer	20%	20%	27.5%
e)	Not understand	5%	-	-
f)	Arrange time allocation accurately	10%	5%	-
g)	Difficulty/feel difficult	5%	-	-
h)	The way of arranging or organizing	5%	-	-
i)	Too much because the there is the existence of semester's program	-	-	15%
j)	Difficult to divide the time in a year	5%	5%	-
k)	Organizing the basic competence with the time allocation of course and theme	-	5%	15%
l)	Developing the indicator	-	5%	-
m)	Too much lesson	-	5%	-

3c) the solution to overcome the problems

No	Alternative answer	City center	Half city and half village	Village
a)	Not answer	35%	65%	44%
b)	Better to finish it in KKG	10%	5%	-
c)	Estimate the time	5%	-	-
d)	Calculate the active day on academic calendar	20%	-	14%
e)	Pay attention on the examples	5%	-	-
f)	Borrowing the theme (learn with a friend)	5%	-	14%
g)	Adjust with the learners	5%	-	-
h)	Increase the private lesson at noon	15%	-	14%
i)	Processed the learning time efficiently and implemented the learning process logically	-	5%	-
j)	Used indicators in the curriculum	-	5%	-
k)	Making yearly program while holiday	-	5%	-
l)	Give a note on the prose as revision in arranging the next prose and accommodate while implemented	-	5%	-
m)	Analyze through the previous learning	-	5%	-
n)	Revise a bit	-	5%	-
o)	Making semester program	-	-	14.%

4a) Making a syllabus

No	Alternative answer	City center	Half city and half village	Village
a)	Yes	-	-	70%
b)	Not yet	-	-	-
c)	No	-	-	30%

4b) Obstacles in making the syllabus

No	Alternative answer	Half city and half village
a)	Difficult in adapting the theme	10%
b)	Not answer	35%
c)	Have not make it yet (no obstacles)	10%
d)	Suitability with the theme	5%
e)	Mixed the learning material with the theme	5%
f)	Do not understand on how to make it	5%
g)	When there is a basic competence which cannot be mapped out with the theme	5%
h)	Determine the indicator	5%
i)	Sectioning determined the activity	5%
j)	Estimate the thoroughness of basic competence related with the meeting needed	5%
k)	Learning activity sometimes is not the same with the activity in field	5%
l)	Inserting the course smoothly	5%

4c) Solutions to overcome the problems

No	Alternative answer	City center	Half city and half village	Village
a)	Discussing with friends	10%	-	-
b)	Not answer	35%	60%	-
c)	Work in group	5%	-	44%
d)	Collaboration with other teacher	10%	-	-
e)	Still includes the syllabus	5%	-	-
f)	Understand the material	5%	5%	-
g)	Increase the time of grouping	5%	5%	-
h)	learning process did permanently based on the teachers ability	-	-	14%
i)	Saw the exist syllabus	5%	-	-
j)	Estimate the level of basic competence difficulties which is taught by the learners understanding/achieving	5%	-	-
k)	Implementing the syllabus by adjusting the students' learning activity with the class atmosphere	5%	5%	-
l)	Discuss in the KKG	5%	5%	14%
m)	Adjust with the indicator	5%	-	28%

5a) Arranging theme system

No	Alternative answer	City center	Half city and half village	Village
a)	No	75%	80%	58%
b)	Yes	25%	20%	42%

5b) Difficulties in making theme system

No	Alternative answer	City center	Half city and half village	Village
a)	Adjusting with the theme	25%	20%	28%
b)	Relates the material with other material	10%	10%	-
c)	Need more time	10%	5%	-
d)	Not answer	25%	15%	44%
e)	Have not understand yet on how to make it/not understand	15%	5%	-
f)	Have not training yet	5%	-	-
g)	Inserting or dividing to other courses smoothly	5%	10%	14%
h)	Do not have	5%	15%	-
i)	Theme dividing in each basic competence	-	5%	14%
j)	Always open the KTSP	-	5%	-
k)	Determine the indicator	-	10%	-

5c) Solution of the Problem

No	Alternative answer	City center	Half city and half village	Village
a)	Work in group	5%	5%	14%
b)	Ask to other friends	10%	15%	-
c)	Not answer	55%	30%	14%
d)	The learners are follows the teachers' willingness	5%	5%	-
e)	Understanding every basic competence or material so the teacher can relates them	10%	5%	-
f)	Solve in KKG	5%	20%	-
g)	Arrange sets of learning logically	5%	-	-
h)	Adjust with the indicator	5%	-	-
i)	Adjust with the existence of theme	-	-	14%
j)	There is no/do not know	-	10%	14%
k)	Look for the existence the book adjusted with the environment/learner	-	10%	14%

6. Implement the a-f sequence

No	Alternative answer	City center	Half city and half village	Village
a)	Yes	65%	60%	58%
b)	Not yet	15%	15%	-
c)	Some /a part	20%	25%	42%

7. The way on arranging the lesson plan without doing a-f sequence (6)

No	Alternative answer	City center	Half city and half village	Village
a)	Not answer	60%	55%	-
b)	Program semester as the basis, syllabus from the curriculum, basic competence, and theme system	15%	15%	-
c)	Arranging the lesson plan by helping from other friends or collaborating with other teachers	55%	30%	14%
d)	Arranging as well as possible or following while correcting/revising	10%	10%	14%
e)	Arranging the lesson plan or have not thematically	5%	-	43%
f)	Find out in the internet or in the books	-	10%	-

8. The obstructions relates with the answer number 7

No	Alternative answer	City center	Half city and half village	Village
a)	Not answer	40%	30%	29%
b)	Needs more time	15	10%	14%
c)	Not class guardian	-	-	14%
d)	Assessment	-	-	29%
e)	Cannot thematic/have not understand	25%	25%	14%
f)	Difficult in adjusting with the basic competence	5%	15%	-
g)	Difficult in combining between the courses	-	5%	-
h)	Lot of students	5%	5%	-
i)	Lack of the media	5%	10%	-
j)	Arrange based on the KBM situation	5%	-	-

9. The solution relates with number 7

No	Alternative answer	City center	Half city and half village	Village
a)	Teaching as well as possible	10%	15%	-
b)	Ask to other friends	40%	35%	44%
c)	Not answer	10%	-	-
d)	Work together with friends	15%	-	-
e)	KKG	5%	25%	14%
f)	Not thematic	10%	5%	-
g)	Try to on time	5%	-	-
h)	To be continued at home	5%	5%	-
i)	Thematic training	-	-	14%
j)	Delivered the lesson plan one theme/every theme	-	10%	14%
k)	Used the most simple media	-	-	14%

10. The activity that was done when opening the lesson in implementing the thematic learning

No	Alternative answer	City center	Half city and half village	Village
a)	Question and answer, story, sing	55%	35%	28%
b)	Bring the learners to the condition which are they ready to learn, perception	35%	40%	14%
c)	Give the authentic examples in the perception	10%	-	-
d)	Relates the theme with the learning at the day	-	25%	-
e)	Not answer	-	-	44%
f)	Stimulating by using media	-	-	14%

11. Activity in the learning process (whilst activity), learning strategy

No	Alternative answer	City center	Half city and half village	Village
a)	Lecturer/explaining	15%	5%	14%
b)	Individual/discussion	10%	5%	14%
c)	Question answer, discussion	50%	10%	-
d)	Dominate all the methods/variation of strategies (based on the condition)	5%	50%	30%
e)	Adjusting the basic competence with the material	-	5%	-
f)	Activated the learners, an interesting learning process	15%	5%	14%
g)	Used *PAKEM*, visual aids	5%	5%	14%
h)	Not answer	-	15%	14%

12. The activity while closing the learning process (Post Activity)

No	Alternative answer	City center	Half city and half village	Village
a)	Yes, delivering the task o the material by giving a compliment, follow up, and conclusion	95%	95%	72%
b)	Sometimes	5%	5%	14%
c)	Not answer	-	-	14%

13. Steps to see the teachers' successfulness in implementing thematic learning

No	Alternative answer	City center	Half city and half village	Village
a)	The learners could answer the questions	40%	15%	-
b)	Evaluation and follow up	45%	65%	58%
c)	Quizzes per chapter	10%	5%	-
d)	Feedback for every basic competence	5%	15%	28%
e)	Not answer	-	5%	-
f)	Assessment process	-	-	14%

14. in what form that the teachers' successfulness can be seen in implementing the thematic learning?

No	Alternative answer	City center	Half city and half village	Village
a)	Written test	25%	55%	72%
b)	Oral test	-	5%	-
c)	Written test/oral test/tasks	65%	30%	-
d)	Not answer	10%	10%	28%

15a) Obstacles in evaluating

No	Alternative answer	City center	Half city and half village	Village
a)	The old learners performance the group (wasting time)	20%	10%	14%
b)	There is no obstacles	10%	20%	14%
c)	Difficult in adjusting the learners ability and the environment	35%	25%	28%
d)	Facility, lack of infrastructure	5%	5%	28%
e)	Not answer	20%	25%	-
f)	Kinds of evaluating which is suitable with the basic competences (KD) is difficult to be understood	10%	15%	14%
g)	Amount of the learners	-	-	14%

15a) Obstacles in evaluating

No	Alternative answer	City center	Half city and half village	Village
a)	Gave the priority to the learners whom finished of reading their results	10%	5%	-
b)	Not answer	40%	75%	58%
c)	Adjusting the learning schedule	5%	-	-
d)	Repeat the material and revising the lesson plan	5%	5%	28%
e)	Sufficient Source of learning	20%	10%	-
f)	Add the time	5%	-	-
g)	KKG	-	-	14%

DISCUSSION

Based on the interview and the result of observation as well as the result of questionnaire which was experienced by the teachers at the 3 grade of the elementary school in Malang, concerning the thematic learning, many teachers in the city center, half city and village too as well as the village (a border) experienced obstacles in making the lesson plan, implementing the learning process, and evaluating in thematic above, whereas the main objective of the school possibly help the learners in understanding their worlds (Kovalik, 1994).

They difficult to improve or to elaborate the indicator when they are making thematic lesson plan, mapping out the basic competence, and combining them with the suitable theme and representing the courses (science, social, mathematic, citizenship) abbreviate the problem. However, mapping out the basic competence is the

first component in arranging the thematic lesson plan for 3 grades.

Eighty seven percent (87%) of teachers in Malang have made yearly program or (PROTA) and semester program (PROMES), but only 30% teachers of elementary school at the 3 grade made the syllabus. The teachers at the 3 grade of elementary school in Malang also have made the thematic lesson plan, but they did not sure about its correctness. Time's distribution and appropriate portion for the thematic courses also became a problem in arranging the lesson plan.

In implementing the thematic learning the teachers at the 3 grade of elementary school felt difficult in determining the appropriate learning method with the thematic learning to activate the learners, but this is not suitable with the statement or the explanation that in the time period of learning, creativity and motivation are very important for every learner (Nurcholis and Bachtiar, 2012). Especially in the whilst activity, but their perception have done the activity which can attract their learners. Although they have had made thematic programs, many of them are still doing the conventional learning or per courses. The limitation of thematic learning sources especially the text books used by the learners also became the problem or the obstacle in doing thematic learning.

Evaluation which is done by the teachers at the 3 grade of elementary school in Malang still emphasizing on the form of written test, proved by the learners which can only answer the question test. The teachers at the 3 grade of the elementary school in Malang still cannot evaluate the lesson plan made by themselves and thematic learning that they have done (self reflection).

CONCLUSIONAND RECOMMENDATION
Conclusion

Difficulties in arranging the thematic lesson plan for the teacher at the 3 grade of elementary school in Malang as follows: mapping out the basic competence, abbreviating the theme, and elaborating the indicator. Implementing the thematic learning as follows: lack of practicing or implementing the field, the teachers of the 3 grade at the elementary school have difficulties in determining the appropriate teaching method for thematic learning which can activate the learners, (2) Evaluating the thematic learning as follows: the teachers at the 3 grade of elementary school only focused on the cognitive successfulness. They still cannot evaluate the lesson plan made by themselves

and thematic learning which is done by them (self reflection).

Recommendation

It is necessary to have pocketbook (guidance) about: (a) teachers' skill in making thematic lesson plan for the 3 grade of the elementary school, (b) teachers' skill in implementing thematic learning at the third grade of the elementary school, (c) teachers' skill in evaluating the lesson plan and implementing the thematic learning for the 3 grade of the elementary school suitable with the learning scenario, (2) It is necessary to make a training for the teachers at 3 grade of elementary school in Malang. The training is about (a) teachers' skill in making thematic lesson plan for the 3 grade of elementary school, (b) teachers' skill in implementing thematic learning at the 3 grade of elementary school, (c) teachers' skill in evaluating the lesson plan and implementing thematic learning for the 3 grade of elementary school which is suitable with the learning scenario.

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EFL STUDENTS' RECOGNITION OF WORDS IN SPOKEN AND WRITTEN MODES

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ABSTRACT

This study reports the comparison of students' recognition of words presented in different modes, spoken and written. The different in the modes implies the difference in the language inputs that the students tried to recognize. The participants of the study are 30 sophomore college students who previously got course on four English language skills until intermediate level. This study employs causal-comparative research in that this study tries to figure out the effect of the difference in the mode of tests that led to the difference of the result of the test. Data was collected by Nation's vocabulary-size test administered to the participants in different modes. In addition to the vocabulary test as the main research instrument, interviews with the test-takers were also conducted to enhance the interpretation of quantitative data gained from the vocabulary test. The result shows that the difference of students' vocabulary-size in spoken and written mode is significant. It implies that written mode is more familiar as language input media for the students' words recognition. This implication is also supported by the fact that the participants are more comfortable when they worked on the vocabulary-test in written mode because they are familiar to the ortographical signs they have ever seen.

Keywords: word recognition, language input, vocabulary-size, language mode.

The emergence of word recognition terminologyis from the realization of the process in the beginning literacy in which children have to understand and know graphological signs they see. Literacy Information and Communication System (2016) defined word-recognition as the ability of a reader to recognize written words correctly and virtually effortlessly. It is apparent that this terminology is used for describing cognitive proccess of decoding written language. In addition, word recognition is included into language process and most of language process research are based on printed form of language (reading). In this regard, it is necessary to conduct more research to explain the language process in spoken form.

It is a commonsense that the first language input that human receives is auditory. Most of babies learn their first language from listening. In this regard, of course Since (Gass and Selinker, 2008) the exposure of language (language input) is the a major driving force of language learning. Because, in that view, learning a language involved imitation as primary mechanism, the language that surrounded learners was of crucial importance.

In EFL context, the acquisition of words must be different from first language/words acquisition, this includes the way someone recognizes words. By realizing such phenomenon, this study focuses on the media used by most of Indonesian learners in recognizing English language. Considering their language input is different from first language users input, it lead to the realization that EFL learners may have different way to recognize English words regarding its modes.

Language input is inevitably necessary in acquiring language skill. As in first language acquisition, children acquire language through repeated input they heard. In foreign language learning, the role of language input has different and more complex process. An expert who elaborates the process of language input of language other than first language is Krashen (1982) who believes that acquisition of language can be obtained through comprehensible input, namely, the exposure, whether it is auditory or visual, that one receives. In order to conduct language learning, language input is absolutely necessary, either learning first language or the other language (Troike, 2006).

In order to acquire language, language input should be comprehensible for language acquisition. As what Krashen's (1982) proposed that language input will be meaningless if learner just sees or hears the words and sentences and repeats them without understanding the intentions. Furthermore, language input does not only contribute to the experiential meaning of language but also the other mechanism of language, including the structure of language (Bot, Lowie and Verspoor, 2005). It means that with comprehensible language input, learners develop his/her notion to proceed language through any language system (for example, semantic, phonological or morphemic system).

In the context of education in Indonesia, the probability of English language exposure (language input) is from classroom. This means that lots of Indonesians learn English purposefully. Therefore, purposeful exposure presented to, especially, Indonesians who learn English language, is really dominant and important in the process of becoming

proficient in English language. In this study, the English learned by the participants of this study is foreign language, because the participants of this study used English around academic environment (campus or school). It is in line with Ehlich's (2009)view that foreignness of a language is determined by the frequent practice of the language in the real social life.

It is in line with Gass and Selinker (2008) who believe that foreign language learning usually happened in classroom so that the language learned is treated as nonnative language in the environment. In Indonesia (not including in particular places that set the environment to use English language), language input in classroom is more dominant than the other input from the environment where a learner lives. Although he/she can find input in their environment, most of them often neglect the language used. Furthermore, many English language are transliterated and considered as Indonesian (becoming loan/borrowed words). This fact is different from the situations required as second language in which the learner uses the language for daily life. The difference in the frequency of the language input by which the learner acquires new language is what makes this study differentiate the phenomenon of word recognition of an EFL learner from an ESL learner.

For brief view, word recognition is,in the other words, lexical access. It is the process of recognizing words that begin when the sensory input or some representation computed from this input makes initial contact with the lexicon (Tyler and Frauenfelder, 1987). It implies that there are many aspect when we access the lexicon in our mind. The difference in the modes of the language input can be one of the phenomenon to be observed.

The differences of language modes are proposed by Halliday (1999) in grammatical perspective, from syntactic to the greater structure, namely discourse. He also elaborate two modes of languages to express linguistic meanings, namely, spoken and written modes. In explaining the phenomenon of word recognition, the focus is the differences of written and spoken language in terms of lexico-grammatical system. Spoken language uses phonological system through sound medium meanwhile written language uses graphological system through visual medium. These different mediums lead to different potentials of expressing meaning in addition to the evolution in human culture that consider sound and graph differently.

In the word recognition process, the realization of spoken and written process can be initiated by noticing sound and spelling. When sound is accepted as auditory input immediately, spelling becomes the preceding item. The lexical decision for even every syllable accepted leads to different rate of speed in the access to the lexicon (Jakimik, Cole and Rudnicky, 1985). This leads to the realization that there is also realization of written form of language in the process of lexical decision. From this point, considering some theories and process of word recognition, the input can be influential in the process of accessing the lexicon.

METHOD

This study employs basic causal comparative design in order to analyze the difference of learners' word recognition using written media from using spoken media. The characteristic of the design is in line with the nature of variable being observed. Fraenkel, Norman and Hyun (2011) show that causal comparative research is used when investigators attempt to determine the cause or consequences of differences that already exist between or among groups of individuals. The difference in this study is the different modes used in recognizing English words by EFL learners as the individuals.

The samples of the research are sophomore students in a university majoring English language Education. Almost all of them use English in campus environment or in school for some who have a school to teach. They do not use English for their daily life. There are about 30 active students who diligently attend the class so they were chosen as samples, namely, because of the accessibility to the participants in collecting the data. They also have at similar characteristics since they learned English in the same level. Therefore, in terms of their mastery in English language are similar and since they are not new students, they already understood many kinds of English test. Regarding such characteristics, it is ideal to conduct this study to them.

The research instrument is Nation's (2016) vocabulary-size test. This test is at first place used to measure the richness of one's vocabularies (inventories of words). However since the basis of every point in the questions is to understand the semantic meaning in a context (sentence), this test can be used to show one's ability to recognize words. However, they are presented in written text (reading). Therefore, in this research the words and the context (sentence) is converted into speech, by using natural speech software. There are some repetitions of the speech because as test takers read the words and the contexts have also chances to read for unlimited times. The speech is repeated about five times. In this regards, considering the duration and the difficulty of the test per points, they are equal but different in the way the test-takers get the input, namely, by reading (written mode) and by listening (spoken mode).

The data were analyzed by paired t-test. The reason to use this test is that to find the difference of the learners who first took vocabulary-size test in

written mode from the same learner that took the vocabulary-size test in spoken mode for the second time. In order to find the difference between two means, t-test is the precise statistical test to use, meanwhile because of the same subjects enrolling the test, the t-test is the paired one. However the calculation was not done manually. SPSS 16 was used to help calculating the data of the research.

FINDINGS AND DISCUSSIONS

After collecting the data from the samples, the data were calculated and the result for the statistical description to see the means of each test is by the following table:

Table 1
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Written	46.5333	30	7.98591	1.45802
	Spoken	35.2000	30	7.92813	1.44747

As seen in table 1, the difference in the standard deviation is relatively low, meanwhile the means of both groups are different. From this point we can see the difference, namely, spoken mode test leads to the decrease in students achievement test from the written mode test. The difference is about 11.3. These numbers are from the same subjects (test-takers), it means that the modes of the language input are more dominant in influencing the difference in this means.

In order to have more comprehensible information for the statistical information above, the following table can depict the correlation between the two means:

Table 2
Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Written & Spoken	30	.335	.070

This correlation calculation is useful in presenting the distribution of the change of every test-takers. As can be seen, the value of the correlation is 0.335. It is lower than 0.5 that usually becomes the standard value to categorize correlation between two variables. This means that individually the distribution of the change in the test scores is different. In the calculation process, it is found that there are some of the test-takers have better scores in spoken language, although most of the students

have higher scores in written language. It can be seen from the table that about 70% of the test-takers shows better scores in written language.

For the main statistical calculation for this study, the following table shows the result of paired t-test of test-takers in written and in spoken modes:

Table 3
Paired Samples Test

	Paired Differences							
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	Df	Sig. (2-tailed)
Pair 1 Written - Spoken	1.13333E1	9.17393	1.67492	7.90773	14.75893	6.766	29	.000

This pared samples test shows that the significance in 2-tailed is 0.00. This means that the difference between means of spoken and written groups are significantly different. The degree of confidence is exceeding 95%. In other words, there are significant changes in students' (test-takers') ability to recognize words through different modes of language input, in this case, written mode and spoken mode.

However, since this study using 2-tailed, it means that there is no preference towards one mode of the language input. Both modes considerably has the same potential in speed or easiness of 'lexical access'. There might be possibility that words in written mode can be easier to recognize that those of in spoken mode or vice versa. By regarding the correlation in the table 2, it can be assumed that for EFL students is easier to recognize words in written mode than in spoken mode.

The result shows that the difference of students' vocabulary-size in spoken and written mode is significant. It implies that written mode is more familiar as language input media for the students' words recognition. This implication is also supported by the fact that the participants are more comfortable when they worked on the vocabulary-test in written mode because they are familiar to the ortographical signs they have ever seen.

In another hand, there are about two students who have better score of recognizing words in spoken mode. They are extreme cases. They informed that they felt more comfortable when they listen to the words in spoken mode and have more concentration. In addition, there was somewhat wash back effect when they had similar vocabulary test although the test is in different mode.

CONCLUSIONS

Considering that language input is different from first language users input, it leads to the realization that EFL learners may have different way to recognize English words regarding its modes. After analyzing the data, the result shows

that the difference of students' vocabulary-size in spoken and written mode is significant. It implies that written mode is more familiar as language input media for the students' words recognition. This implication is also supported by the fact that the participants are more comfortable when they worked on the vocabulary-test in written mode because they are familiar to the ortographical signs they have ever seen.

For recommendation, there should be further examination and research for extreme cases. Some of test-takers of this study revealed that there are some learners' characteristics that take a part in influencing the result of the test. In addition, there should be further clarification of wash back effect as every test administered to the samples.

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VALIDITY OF MEDIA DEVELOPMENT BASED LEARNING COMPUTER IN COURSE MANAGEMENT INFORMATION SYSTEMS ON THE STUDY PROGRAM INFORMATION AND COMPUTER ENGINEERING EDUCATION AT UNIVERSITY FKIP BUNG HATTA

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ABSTRACT

This study aims to produce a draft of Computer Based Learning Media are valid for courses Management Information Systems. This research is a research development by using the 4D model (define, design, develop, and desseminate). Phase desseminate not do. This study was designed to see if the media is valid, then do a trial expert, that expert design computer-based Learning Media Management Information Systems and Learning Media experts legibility of computer-based Management Information System. Aspects tested to experts in the media is a material aspect of learning, presenting aspects of the media and aspects of language learning and legibility. The results showed that the learning media management information systems by the expert are valid. It can be concluded that the media lectures on the management information systems Study Program Informatics and Computer Engineering University of Bung Hatta FKIP was valid.

Keywords: computer-based learning media, management information systems, valid

College is an educational institution that is expected to produce graduates with academic skills in the field of science that is occupied. Therefore, universities must always follow the development of science and technology is developing rapidly in order to refresh and update mainly on the motivation, attitudes and outcomes of learning process that takes place in it. The process of learning in Higher Education is not the same as learning in school. Learning in Higher Education is not just giving the material, topics or concepts that are strategic, but also must provide a learning experience that allows students to study the development of self-reliance.

One of the factors that can support student independence in learning is the availability of adequate learning resources. The learning resources may include textbooks, media, job sheets, dictates lectures, and others. However, it should be noted that the use of learning resources that are routine with no variations would not bring up the interest of students to learn independently. So happens that the lecture Management Information System.

Class Management information systems implemented with a total of 3 credits using learning resources such as textbooks. Textbooks used yet releavan with the demands of Subjects. The use of this learning resource does not change from year to year. Based on interviews conducted to the students found that the use of

learning resources that do not vary causing tired and bored students in coursework. Boredom experienced hamper their students to think creatively so that they are solely concerned with teaching materials and discussion are given a lecturer at the lecture. Learning patterns like this resulted in students not being able to solve critical thinking in the implementation of the course.

Saturation of students to use learning resources that do not vary resulted in low student motivation to learn. It also affects the learning outcomes of students in the course of Management Information Systems. Here is the data results of student learning in the form of final grades in the course Management Information System.

Table 1. Final Value of Student Management Information System Study Program Informatics and Computer Engineering

Value	Year 2014/2015		Year 2015/2016	
	Number of Students	Percentage (%)	Number of Students	Percentage (%)
A	2	5,4	4	8
A-	2	5,4	3	6
B+	0	0	4	8
B	5	13,5	8	16
B-	0	0	5	10
C+	2	5,4	5	10
C	4	10,8	5	10
D	18	48,7	11	24
E	4	10,8	4	8
Total	37		49	

(Source: The Administration Prodi)

In Table 1, shows that the percentage of students who score more than 65 (categories A and B) in the year 2015/2016 was 45.3%. Therefore, it can be said that the results of student learning is still low.

Management Information Systems course materials without assistance with learning media can certainly make it difficult for students to visualize concepts that learning. Therefore, it is necessary learning medium capable of expressing the concepts of material management information system.

One media that can be used to overcome the above problems is a computer-based learning media. The use of computers in independent learning is not new but it is one of the technological innovations of education in the development of instructional media that can be relied upon.

Media computer based learning is one of the innovations of learning that can be used to help solve some of the problems faced in the course of Management Information Systems. Media-Based Learning This computer can be run on computers with minimal specifications. In this Computer Based Learning Media presented the lecture material that the student should learn in different forms. Media-Based Learning The computer comes with pictures, sounds and moving images or animation to attract and facilitate the interest of students to learn.

Based on the background of the above problems, researchers interested in conducting research with the title of Media Development at the Computer Based Learning Class in Management Information Systems Study Program Informatics and Computer Engineering University of Bung Hatta FKIP.

METHODS

This type of research that will be done is research and development (Research and development / R & D). R & D is a research method that is used to produce a specific product and test the effectiveness of these products [2]. The products that will be developed in this study is the Computer Based Learning Media in Class Management Information System.

This research aims to develop Computer-Based Learning Media Management Information Systems are valid, practical, and effective in terms of content and construct. This media development procedure using 4-D models proposed by Thiagarajan et al, in [3]. This model consists of four phases, namely the definition phase (define), stage design (design),

stage of development (develop), and the dissemination phase (disseminate) at this stage was not done due to time constraints it is only at the stage of developing a course. In this study only done three stages, namely the definition phase, design phase and the development phase. More research design can be described in the following procedures.

This phase is done in order to see the picture of conditions on the ground with regard to the learning process at the Police Staff College Management Information Systems FKIP Bung Hatta University, then analyze the problem. The process is carried out as follows.

1. Analyzing the syllabus aims to determine whether the material taught is in conformity with the standards of competence and basic competences subjects.
2. Analyze textbooks Management Information System, to see the contents of the book conformity with the standards of competence and basic competences which must be accomplished students. The books have been suitable to be used as a reference for drafting and sample questions and exercises in the media that will be developed.
3. Review the literature related to the development of Computer Based Learning Media.
4. Study the characteristics of students to facilitate compiled language level in Media and lurch about.
5. Interviews with colleagues and students that aims to identify the problems / obstacles are encountered in the field with respect to the course of Management Information Systems.

Design

The results of the definition phase is used at the design stage. At this stage, what to do is design a Computer Based Learning Media Management Information Systems. Computer-Based Learning Media contains standards of competence, subject matter, a summary of the material, sample questions, exercises guided, and a bibliography. Media presentation of the material can be done in several meetings that have been adapted to the syllabus.

Development

At this stage the action taken is the stage of validating. This validation phase there are two kinds used in this medium, is as follows:

1. The validity of the content, ie whether the media has been designed according to the course syllabus.
2. The construct validity, ie the suitability of the components of the media with the indicators that have been set.

Media that has been designed, consulted and discussed with experts materials Management

Information Systems and Educational Technology experts. Advice from experts is used to enhance the Media. Validation activities carried out in the form of charge sheet validation of Media and Media discussions to obtain valid and feasible for use. The aspects that are validated can be seen in Table 2.

Table 2. Results of Validation Aspects of Learning Material in Media

No	Aspect Validated	Validator		Tot	Average
		1	2		
1	1	2	3	4	5
1	The material presented in accordance with the competency	5	2	7	3,5
2	The concepts outlined in the material reinforced with pictures	5	4	9	4,5
3	Presentation materials have been provided an opportunity for students to find their own concepts and principles learned	5	4	9	4,5
4	The material has been presented with a systematic sequence	5	4	9	4,5
5	The material has been formulated by the steps of making media	5	4	9	4,5
6	Video tutorials relevant to the material presented	5	4	9	4,5

RESULTS AND DISCUSSION
Development results

Development of computer-based learning media for the course Geometry space development model Intruksional Development Institute (IDI) have the following result. The results of the analysis phase of the face-back (Front-End Analysis) Media computer based learning is designed based on the analysis front-rear. This activity started from conducting interviews with colleagues, analyzing the course syllabus geometry of space, to analyze the reference book Management Information System, review the literature on teaching material management information system and study the characteristics of students. Here are described the results of the analysis of the rear face, namely:

Conducting interviews with peers

Interviews with colleagues (lecturers courses Management Information Systems) aims to find out the problems / barriers / to any phenomenon encountered in the field with respect to the course of Management Information Systems. From the interviews, it can be concluded the students do not understand the concept of the course. This is because a lot of abstract concepts. In addition, students are less motivated to seek reference materials regarding the material being studied.

Analyzing the course syllabus Management Information System

Based on the analysis course syllabus Management Information System, it is known that the material being taught too dense but less depth. Less profound understanding of cause students difficulties in understanding the next material. Therefore we need a media that is packaged in such a way so as to present material that is so in the setting of interest. One medium that can be used is the instructional media based computer.

Analyze and reference books meriview Management Information System

Analysis of reference books that do aim to see whether the contents of the book are in accordance with competency in the syllabus. Textbooks analyzed are textbooks that have been used in the lecture is the Management Information Systems Media Information Systems and system development books. In addition, the analysis also made reference books to see the contents of the material, especially material within the Management Information System related to how the material is presented, exercises and tasks according to the course syllabus. After the reference book Management Information System were analyzed, then reviewed a medium of learning in accordance with the syllabus developed.

Study the characteristics of students

According to Kemp (1994: 61) at the beginning of the planning is very important to pay attention to the characteristics, skills and experience of the students either on a group or individual. In order for learning media are developed in accordance with the needs of students, researchers studied the characteristics of students to make observations.

Based on observations and data collection has been done, it is known that the students of Educational Informatics and Computer Engineering University of Bung Hatta FKIP backgrounds middle school different. In the academic year 2015/2016 the percentage of high school students from majoring in science is as much as 61% and as much as 2% IPS. MAN dai students from majoring in science is as much as 32% and as much as 2%, while the IPS students from SMK is as much as 3%. The background of the high school students of the course will affect the initial ability, learning and motivation of students in the lecture Management Information System. Textbooks used has not been able to become a learning resource that facilitates students with a background in high school different.

Based on the observations that have been made in the lecture during this time, it is known that outline the characteristics of student learning in

the lecture Information Management System is as follows.

1. Student's easy to forget the concepts learned if the student does not make sense of the material it receives. Sources used for this study did not facilitate the students for meaningful learning.
2. Students self-learning difficulties with learning resources are limited.
3. Students who listen and respond and can solve problems associated with the materials provided lecturers are students with high academic ability.

The results of the analysis of student characteristics PTIK UBH be behind the need for the development of a medium of learning. Development of computer-based learning media can facilitate students to become actively involved in menaknai material studied so that what is learned is not easily forgotten. This certainly can trigger the emergence of student independence in learning.

Results of Product Design

The results of the analysis phase of product design are used to design computer-based learning media.

Phase Validity of Computer Based Learning Media

At this stage of designing computer-based learning media by using the software Lectora. Lecture material on this media covers the basic concepts of Information Management System to the development of information systems.

Media computer-based learning has been further validated by a validator designed. Validation of computer-based learning media is done by two people validator. computer-based learning media declared invalid after a series of discussions and improvements. The first validation activities conducted on May 30, 2016 at the expert eye of Management Information Systems and linguists. A summary of the results of discussions with the validator can be seen in Table 4.

Improvements made adjusted with the advice given on the validator. Further validation activities carried out at different times (adjusted to the willingness validator). This activity is conducted to discuss with the validator about the improvements that have been made. Discussions with the validator related to the improvements made to get the result that computer-based learning media has valid and can be used at trial.

No	Nama	Position / Focus	Suggestions
1	Karmila Suryani, S.Kom., M.Kom	Lecturer of the course of IT-based Learning Media Studies Program PTIK	1. Standards of competence replaced with core competencies 2. Basic competence is replaced with supporting competency 3. The size of the buttons is reduced 4. Create a bypass button
2	Iga Setia Utamai, S.Pd., M.Pd.T	Lecturer of the course of IT-based Learning Media Studies Program PTIK	1. Still no text on the materials unreadable 2. The duration of the animation is too fast 3. Check typing sentences 4. Fill overcrowding

Data validator assessment questionnaire results are described and analyzed qualitatively and quantitatively. Here are described the results of validation of computer-based learning media has been designed.

Aspects of Materials in the media

The results of the validation aspect of the material in computer-based learning media can be seen in Table 5. Table 5 shows that the average assessment of the media validator designed ranges> 3.20. According Muliyardi (2006: 82) when the mean-value validation results> 3.20 then learning media categorized as very valid. The results of computer-based learning media validation illustrates that the material presented in accordance with the competence to be achieved. The material has been formulated by the steps of making computer-based learning media so as to provide opportunities for students to find their own concepts learned. This is supported by a systematic presentation of material and the presence of video tutorials that are relevant to the material presented.

Table 5. Results of Validation Aspects of Learning Material in Media

NO	Aspect Validated	Validator		Tot	Average
		1	2		
	1	2	3	4	5
1	The material presented in accordance with the competency	5	2	7	3,5
2	The concepts outlined in the material reinforced with pictures	5	4	9	4,5
3	Presentation materials have been provided an opportunity for students to find their own concepts and principles learned	5	4	9	4,5
4	The material has been presented with a systematic sequence	5	4	9	4,5
5	The material has been formulated by the steps of making the media	5	4	9	4,5
6	Video tutorials relevant to the material presented.	5	4	9	4,5

Aspects of Presentation In the Media

The results of the validation aspect of the presentation in the media can be seen in Table 6 below.

Table 6. Aspects Validation Results Presentation in the Media

N O	Aspect Validated	Validator		Tot	Avera ge
		1	2		
	1	2	3	4	5
1.	Primary and special competencies and media guide has been presented clearly	5	2	7	3,5
2.	In the writing of concepts and terms formulas that exist in the media have presented clearly	5	4	9	4,5
3.	Presentation materials have been phrased ideas to be conveyed	5	3	8	4
4.	Presentation materials has led to the formation and understanding of the concept	5	4	9	4,5
5.	Presentation materials have been actively involved students find the concept independently	5	4	9	4,5
6.	Presentation of clear images with varying colors	5	4	9	4,5
7.	Media have presented the problem formulation which will be the focus for students in making discoveries	5	3	8	4

In Table 6 shows that the average assessment of the Media validator designed ranges> 3.20. According Muliyardi (2006: 82) when the mean-value validation results> 3.20 then learning media categorized as very valid. The results illustrate that media validation media elements such as core competencies, special competencies and instructions for use are presented clearly. Presentation materials have been actively involved students to discover concepts independently. In addition, the presentation of vivid images with varying colors.

Aspects of language and legibility on media

The results of the validation aspects of language and legibility of the media can be seen Table 7 below.
In Table 7 shows that the average assessment of the media validator designed computer-based learning ranges from> 3.20. According Muliyardi (2006: 82) when the mean-value validation results> 3.20 then learning devices categorized as very valid. The tests illustrate that the use of the phrase in the media in accordance with the rules of language Indonesia good. Phrase that is used to engage students the ability to think logically because it has been adapted to the level of student understanding and capacity legibility. This is supported by the presentation of the media is giving a double meaning.

Based on the validation results, it can be concluded that computer-based learning media has been designed still has shortcomings which experts say will lead to the user in this case the students do not understand the material displayed. Deficiencies in computer-based learning media will become a reference to improve the computer-based learning media.

Table 7. Aspects of Language and Readability in Learning Media

N o	Aspect Validated	Validator		Tot	Ave rage
		1	2		
	1	2	3	5	6
1.	Sentences are used in accordance with the rules of Indonesian	4	3	7	3,5
2.	Sentences that are used involve logical thinking ability of students	5	3	8	4
3.	The structure of the sentence in accordance with the level of student understanding	5	4	9	4,5
4.	The shape and size of the letters on the media in accordance with the learning capacity of students legibility	5	4	9	4,5
5.	Sentences that are used in the presentation of media does not give a double meaning (ambiguous)	5	4	9	4,5

CONCLUSION

The development of research products for the lecture is a Learning Media Management Information System is a material Students' Study Program Informatics and Computer Engineering University of Bung Hatta FKIP that can be used for tuition one semester. Media consists of 12 meeting namely Basic Concepts of Information Systems, Computer For Information Systems, Database Management System (Database), Device Modeling System, Process Systems Analysis, Overview of System Development, Policy and Planning Systems, System Analysis, Design System General / System Design, System Selection, Implementation and Application Development E-Commerce. Media developed through the definition phase (define), stage design (design) and stage of development (develop). Validity of Computer Based Learning Media has been assessed by validator skilled in the art, including the design field of Computer Based Learning Media Management Information System and language and readability are experienced in learning. So the lecture Computer Based Learning Media's Information Management System meets the criteria valid.

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A DISCOURSE ANALYSIS OF JAFAR SHAHIH, A GENERAL SECRETARY OF ICMI: SPEECH ACT APPROACH

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ABSTRACT

Indonesia have faced pornography crimes in these previous years and most of the victims are children. The one of problem that cause this problem is, in this era of technology, our children are freely to access any sites, including Youtube and Google (which are not all of the content is safe for children) with using their own mobile-phone, without any supervision from their parents. Based on the incident that appeared many times in Indonesia, Jafar Shahih, a general secretary of ICMI, suggest the government through his speech in media to block Youtube and also Google, to prevent more child-victims from similar cases. This suggestion is to prevent more child-victims from pornography crimes in Indonesia. This speech make cons and pros in Indonesia, moreover there are many people who utilized these websites to make money. So, from Jafar Shahih's speech, then in this paper, the writers want to examine the intention using Speech Act theory by John Searle in 1969. The result shows that among five categories, there are three categories that implied in ICMI statement; Assertive; Directive; and Commissive. The commissive category of speech act also clarify the implication of Jafar Shahih's statement that ICMI has enlightened many proves to convince the government about their actions. Thus, the other categories, such as; expressive and declaration are not appeared in this statement. From the result, the writer concludes that ICMI wants to convince, especially the government, to make the action refer to the pornography cases that happened recently. They also want to convince the environment to support their action.

Keywords: discourse analysis; speech act; ICMI

Nowadays, internet is one of the most important things in people lives. Internet serves us everything in just a blink of eyes. We can search anything, either news, the latest fashion items, watching video, movie, or listening to music. Internet makes everything easier to find. It is like a gift in this era for everyone. It is supported with many programs or website that we can use based on our needs, such as Google, and Youtube to search any information, and search videos and songs that we are interested. There are also Gmail and Yahoo which provide the email services, and makes people can send messages immediately. This technological advance makes everything should adapt with the situation. The newspaper publisher, nowadays, also serves us with their news website, which makes us easier to know the latest news around the world.

Beside all of the advantages that we can get from internet, there are also the disadvantages. As people can search anything that they want, some people use this advantage to the bad purposes. For example; to watch, download or even upload pornographies. Due to this case, everyone should have a 'self –filter' to limit ourselves from what kind of information and things that we can accept and what is not. Unfortunately, not everyone is having that 'self-filter', since everyone can access everything in internet, included our children. They still don't know what is good

thing and bad thing that we supposed to not access from the internet. In 2011 and 2012, Unicef has been conducting a research concerning the use of internet by children in Indonesia which involved 400 children and adolescents from urban and rural areas in 11 provinces and it was reported that around 80% of our children are using the internet to look for data and information, to meet friends online (70%) through social media, and the rest of it (65%) are using internet to music and 39% to access video sites (www.unicef.org). Recently, pornography in Indonesia is being highlight for the government. The errors in the use of internet by children has been the concern of the government, since nowadays, many cases of pornography which caused by them. According to *KPAI* (a government organization which concern to protect Indonesian children) based on their website www.kpai.go.id, since 2011 until 2014, the amount of child victims of pornography and cyber-crime is about 1.022 children, with details 28% of children-victims in pornography, 21% children who access the pornography, children prostitution in 20%, 15% of children who being the object of pornography videos, and 11% of sexual abuse victims.

Based on the apprehension of these cases, *ICMI* (a religious organization) asks the government to block two websites from the internet, Google and Youtube to reduce the number of children-victim in pornography. Absolutely, the act of ICMI got many reactions from the

environment. Some people are agreed with them, while the other is not.

In this paper, the writer wants to dig deeply about the intention of ICMI statement with using Speech Act theory. Based on Cicognani and Maher (2006) Speech Acts (SA) are utterances which contain information needed to assert and perform actions. There are, at least six purposes of Speech Act; the first one is to convey info; to request info; to give order; to make request, to make threats, or to give warning. Based on Searle (1979 cited in Smith, 1991) there are five categories of Speech Act: Assertive; Directive; Commissive; Expressive; and Declaration. The writer will analyze the statement with the five categories of speech act and put them according to the category, in order to know the intention of the statement based on the category that belongs to it.

DISCUSSION
THEORETICAL FRAMEWORK
Speech Act

Speech act theory originates from Austin's (1962) observations that while sentences can be used to report states of affaires, the utterances of some sentences in specified circumstances must be treated as the performance of an act. John Austin (Austin, 1962 stated in Cicognani and Maher, 2006) in his book "How to do things with words" is the first to introduce the idea of Speech Acts (SA), analyzing the relationships between utterances and performance. Speech act is explained as an identification of the present speech situation with the speech situation indicated by the performative sentence. According to Austin (1962, cited in Masaki, 2004) performative sentences are those uses of language, often involving some ritual aspect, which are themselves a kind of action and whose very utterance brings about some result. Performative utterance is not a matter of being "true" or "false" which are believed to be the characteristics of description and statement.

According to Austin (1962 cited in Oishi, 2006) it usually appear in the first person, and use the simple present tense, indicative (I promise I'll come tomorrow). Speech Acts are not descriptive; instead they are pronounced to affect an actual situation; they usually do not refer to past events. A speech act is the action performed by language to modify the state of the object on which the action is performed. It represents an action effectively fulfilled by a sentence:
- I name this ship the Queen Elizabeth
- I pronounce you husband and wife

Austin presents two kinds of utterances: constative and performative. Related with Performative sentences, he also proposed the concept of illocutionary acts, locutionary acts and perlocutionary acts. Austin (1962 cited in Negargar and Negargar, 2004) states that a locutionary act which is the act of saying or as Cook (1989) discusses the formal meaning of the words is the locution; an illocutionary act which is an act performed in saying something, and a perlocutionary act which is the act performed by or as a result of saying. To conclude, Austin (1962) presents five general classes of illocutionary forces of utterances, including verdictives, exercitives, commissives, behabitives, and expositives.

Searle (1965, cited in Cicognani and Maher, 2006) a one time student of Austin's, also focus on the speech acts theory. Based on him, speech acts are acts characteristically performed by uttering expressions in accordance with certain constitutive rules. He critiques Austin's taxonomy of performative verbs and proposes an alternative taxonomy with the following categories:
- Assertive: to commit the speaker to something's being the case, to the truth of the expressed proposition (e.g.: I warn you that the bull is about to charge; It is cold here)
- Directive: attempt by the speaker to get the hearer to do something (I warn you to stay away from my house!; Please give that to me)
- Commissive: to commit the speaker to some future course of action (e.g.; I promise that I'll come tomorrow; I promise to return)
- Expressive: to express the psychological state specified in the sincerity condition about a state of affairs specified in the propositional content (e.g.: I thank you for paying me the money; I congratulate you on winning the race, I am sorry to hear that)
- Declarations: successful performance guarantees that the propositional content and reality correspond to the world (if I successfully perform the act of appointing you the chairman, then you are the chairman; or "I declare: your employment is (hereby) terminated").

Vershcueren (1999 cited in Negargar and Negargar, 2004) also states an orthodox speech act theory suggests that all speech acts, in any language in any part of the world fall into five categories:
- Assertive: expressing a belief, making words fit the world and communicating the speaker to the truth of what is asserted (e.g., statements such as We went down to Como).
- Directive: expressing a wish making the world fit the words, and counting as an attempt to get the hearer to do something.(e.g., requests, such as Please, go

down to Como with me, or orders, such as Go down to Como tomorrow!)

- Commissive: expressing an intention, making the world fit the words and counting as a commitment for the speaker to engage in a future course of action. (e.g. promises, such as I promise to go to Como, or offers such as We offer you the job of official tourist guide for the city of Como)
- Expressive: expressing a variety of psychological states, having no direction of fit between words and world, and simply counting as an expression of a psychological state. (e.g., apologies, such as I'm terribly sorry, or thanks such as We greatly appreciate what you did for us.)
- Declaration: not expressing any psychological state, making both the words fit the world and the world fit the words, and the point of which is to bring about a change in institutional reality. (e.g., baptizing, abdicating, and declaring war).

ICMI

ICMI stands for the Indonesian Muslim Intellectuals Association, according to thejakartapost.com, is a Muslim organization in Indonesia established since 1990 as part of an effort by then president Soeharto to reach out to the country's Muslim community to counterbalance the power of the military. Then technology and research minister, and later president, BJ Habibie was the association's first chairman

According to Wikipedia.com, in 1994, ICMI has at least, 20.000 members who spread all around Indonesia, and consist of Indonesia Muslim professionals, such as scientists, economists, educators and scholars. By 2015, Jimly Asshiddiqie was pointed to be the organization's new chairman who elected through the national congress of the Indonesian Muslim Intellectuals Association (ICMI).

Recently, the secretary general of ICMI, Jafar Hafsah has asked the government to block two popular search engines, Yotube and Google, since there are so many pornography cases which caused by the suspect can easily and freely to access pornography things in those two search engines.

As quoted by JakartaCoconut.com, here is the statement of Jafar Hafsah:

"*YouTube and Google tantamount to pornographic content that deserves to be blocked. These sites have been freely spreading pornographic and violent content without control. Google and Youtube have given a negative impact on Indonesia. Some*

time ago Google and Youtube successfully blocked, erased, and cracked down on news and videos on radicalism. Why is it that now Google and Youtube are unwilling to erase pornographic and violent content? I'm sure Indonesian innovators can create search engines like Google and Youtube that are better. With the government's support, of course."

METHOD

Based on the explanation on the introduction, the writer wants to dig the intention of the general secretary of ICMI, Jafar Hafsah statement in press release on Tuesday, June 17th 2016. The writer will use five categories of speech act theory based on John Searle in 1969 (as cited in Norton, 2000). Searle proposed five categories of speech act, as the writer states in the theoretical framework;

- Assertive: to commit the speaker to something's being the case, to the truth of the expressed proposition (e.g.: I warn you that the bull is about to charge; It's cold here)
- Directive: attempt by the speaker to get the hearer to do something (I warn you to stay away from my house!; Please give that to me)
- Commissive: to commit the speaker to some future course of action (e.g.; I promise that I'll come tomorrow; I promise to return)
- Expressive: to express the psychological state specified in the sincerity condition about a state of affairs specified in the propositional content (e.g.: I thank you for paying me the money; I congratulate you on winning the race, I am sorry to hear that)
- Declarations: successful performance guarantees that the propositional content and reality correspond to the world (if I successfully perform the act of appointing you the chairman, then you are the chairman; or "I declare: your employment is (hereby) terminated").

RESULTS AND DISCUSSION

"*YouTube and Google tantamount to pornographic content that deserves to be blocked.*"

This statement is contain with the directive category which expressed by the word "deserves".

"*These sites have been freely spreading pornographic and violent content without control. Google and Youtube have given a negative impact on Indonesia.*"

This statement is contain with assertive category, because in this statement, the speaker wants to reveal the truth and to flatten to the public that it is the reason behind the pornography cases through the statement underlined.

"*Some time ago Google and Youtube successfully blocked, erased, and cracked down on news and*

videos on radicalism. Why is it that now Google and Youtube are unwilling to erase pornographic and violent content?"

This statement can be categorized also as the assertive category, as the statement above, the speaker wants to reveal the truth of the government's action in the past (the statement underlined).

"I'm sure Indonesian innovators can create search engines like Google and Youtube that are better. With the government's support, of course."

Meanwhile, the last statement is categorized as commissive to the environment about the situation that they will faced if the government can conquer this problem.

CONCLUSION

Based on the analysis above, then the writer can concludes the result of analysis.

According to Searle's five categories of speech act, we can summarize the statement of ICMI as follow. In the statement of ICMI, is contain with three categories of speech act; Assertive; Directive; and Commissive. If we refer to the explanation of those three categories of speech act, then we can formulates the conclusion that in their statement, ICMI wants to convince, especially the government, to make the action refer to the pornography cases that happened recently. They also want to convince the environment to support their action. The commissive category of speech act also clarify that ICMI has enlightened many proves to convince the government about their actions. Thus, the other categories, such as; expressive and declaration are not appeared in this statement.

The Searle's categories of speech act can help us to reveal the intention of somebody's statement.

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EDUCATIONAL INSTITUTIONS IN CONTAINERS OF CHARACTER DEVELOPMENT NATIONS CHILDREN

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ABSTRACT

The formation of the character of the nation is very important, the formation of the desired character are traits psychiatric ahlak or character that distinguish one person to another, or significant congenital, heart, soul, personality, character, behavior, personality, character, temperament, temperament , character. Indonesian nation with a human resource crisis of character. The purpose of character development is in order to get good human is a person who tried to do the best things to God Almighty, himself, fellow human beings, the environment, state and nation, as well as the international community at large to optimize the potential (of knowledge) on him and accompanied by consciousness, emotional, and motivational. Institutions are as container or device that serves to establish and build character Nations Children. National Education serves to develop the capabilities and form a nation's civilization karater and useful in the context of the intellectual life of the nation. While the purpose of National Education is to develop students' potentials to become a man of faith and fear of God Almighty, the noble character, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible. Indonesia is currently the nation's very, very requires human resources in large quantities and quality, as the main supporter of nation building. In the end the nation's human resources in Indonesia able to competence internationally.

Keywords: educational Institutions, the characters development.

Indonesia is a great nation because it is supported by some positive facts such as a very strategic geopolitical position, natural resources and biodiversity, social and cultural pluralism, and a large number of population. Therefore, Indonesian has a big chance to become an advanced, fair, prosperous, sovereign, and dignity. However, there is a national problem as an obstacle in making all the dreams come true, there is the formulation of nation character. The formulation of nation character is the main problem in education, except being a part of establishing the children' morals, character education is expected to become the main foundation in supporting Indonesia Emas 2025. In the Constitution No. 20 in 2008 about National Education System in Article 3, it is stated that the national education has a function to develop the ability and form the characters and civilisations of dignity in order to educate the life of the nation. Education is the backbone of the character formation strategy.

Education is the most important thing to form the children' personality and characters. Education is not always derived from formal education such as school or college.Informal and non formal education have the same role in building the children'character. We can see three differences of educational institutions model in the National Education System Constitution No. 20 in 2003. It is stated that formal education is the path of structured and hierarchical education which consist of basic education, secondary and higher education. While the non formal education is the path of education outside the formal education that could be implemented by structure and hierarchy. Informal Education unit consists of course institution, training institution, learning group, learning center community, majelis taklim, and others. Moreover, the informal education is family and the environment education path. Informal Education activities done by looking at the three types of education above, there is a tendency that formal education, informal education, and non formal education that separate one another. They do not support each other in increasing the character personality formation and children or students' character (Suyanto and Hisyam, 2000).

The objective of this study as follows: 1) to find out and understand the definition of the character education, 2) to find out and understand the institution as character development center, 3) to find out the effects of education character

Based on the problems above, the author formulated the formulation of problems as follows: 1) what is the character education?, 2) how the role of the education institution as the center of character building of the nation?

The writer used bibliographical method, finding out the book or media as the source, both conventional and electronic.

DISCUSSIONS

The Definition of characters and Character Education

The Essence of the Characters

According to Simon Philips in the book "Pembentukkan Karakter Bangsa" (2008), the character is a group of value which leads to a system that underlies the displayed thinking, attitude and behavior. Otherwise, Schwartzman (2007) stated the character is the same as the personality. The personality is as characteristic, style, or peculiar from someone who comes from the formulations that were received from the environment; family environment in childhood time or has been formed since that person was born."

Characters based on Kamus Besar Bahasa Indonesia (2008) is the attributes of the psyche, morals or outstanding traits that distinguish one from the others. So the character is a unique value in or as a reflection of theirselves. The overall character is reflected from the thinking results, heart, and feeling. Character is also often associated with the term, what is called by tempramen which gives more emphasis on psychosocial definition, associated with the education and environment context. According to Wynne in Muyasa. 2011, character is derived from the Greek which means "To Mark" (Mark) and focuses on how to apply the goodness values goodness in the real action or daily behavior. Koehler and Royer (in Lestari, 2009) explained the characteristics of the characters as follows; (1) have a concern for other people and open to the experience from the outside, (2) can manage emotions consistently, (3) have social responsibility awareness and accept without reward, (4) perform actions that true even though there is no other people who see, (5) have the strength from inside to achieve harmony with the environment around, (6) Develop the appropriate personal standards and act consistently with the standard.

Character Education

Education is an effort that has been done consciously and deliberately to change the behavior of human beings individually and groups to be mature man through the teaching and training efforts (Sugihartono, et al, 2007). The function of education is regulated in Article 2 of Constitution No. 20 in 2003 Article 3; to develop the ability and help the characters and nations' civilisations of dignity in order to educate the life of the nation. There are three large institutions as the development center of the nations' character, namely; formal education institution (school), informal institution (family) and non formal institution (citizen). According to Siswoyo (2007) education is a dynamic power in each individual life that affects the physical development, the power of his/her soul, social

and his/her morality. Education points on an action or experience that have the influence that related to the growth or the development of the mind, character, or physical ability. (George F. Kneller; in Siswoyo, 2007).

Education is the process of cultural internalization into the individual and the society to make them become civilised. Education is not only as a means of knowledge transfer, but more broadly as the means of civilizing and distribution (enculturization values and socialization). Children should receive the education that touches the basic human dimension. The humanitarian dimension includes at least three most fundamental things, namely; (1) affective that is reflected on the quality of the faith, piety, high standards moral including trait, superior personality, and aesthetic competency; (2) cognitive that is reflected on the thinking capacity and intellectual power to explore, develop and dominate science and technology; and (3) psychomotoric that is reflected on the ability to develop technical skills practical skills and competencies kinesthetic. Ki Hajar Dewantara from Taman Siswa in Yogyakarta October 1949 said that "Life must be directed at the progress of civility, culture and unity". Meanwhile, according to Prof.Wuryadi, basically human being is good for individuals and groups, have what to form the characters those were basis and teaching. The basis can be seen as what is called the biological capital (genetics) or the result of prior knowledge (construktivism theory), while the learning is the condition that is obtained from a series of education or changes that are planned or program.

Based on the fact and public perception about the quality of the attitude and moral degradation of children or the young generation in this country, then the demands for curriculum changing were developed, it becomes a must to have a curriculum that promotes the need to build the character of the nation. In order to make it comes true, It is required to be able to form the characters students through education characters. Character education is a system of planting the values of the characters to the schools which covers the components of the knowledge, consciousness or the willingness and actions to implement these values. Character education helps students to find out, love, and do something good (Ryan, 1993; in Sewell, et. Al, 2003). According to Berkowitz, character education is an effort of the school to increase the capacity of the students to be critical about reason, motivation and ability to act in accordance with the values and principles of ethics. Moreover T. Ramli (in panduan pendidikan karakter, 2011)

education characters has the essence and the meaning which is the same with moral education and pe characters; is an effort of the school to increase the capacity of the students understanding

to critically reason, motivation and ability to act in accordance with the values and principles of ethics. According to T. Ramli (in education guide characters, 2011) education characters have the essence and the meaning of the same moral education and behavior education. The aim is to form a child personality to be a good person for society and country.

The Role of Educational Institutions in Building the Character of the Nation

In everyday life we often hear the term institutions. Usually the word is related to the organization, social society, formal and informal. Some of the words are indeed, have relevance to one another. No one can run this function in daily life if an institution only stands alone without any attachment which is as the institutional elements (Saharuddin. 2001). The institution is a set of norms correlation, their beliefs and real value which focus on social needs and a series of actions that are important and repeatedly. Hendropuspito prefers to use the word "institution" than organization. He said the institution is a form of organization that is still made up of behavior patterns, roles and relation as a way that binds to achieving social needs basis. Sulaiman. Taneko. 1993. Institution is a series of the norms and behavior that already stand (used) for a specified period of time (which is relatively long) to reach the meaning or the purpose of the collective value (together) or other meanings that social value. From the definitions above, it can be concluded that the institution is not only organizations that have the office only but also the rules that exist in the community . Then the institution comes to meet the needs of one group of people and not the needs of individuals. The human instincts that need other people to interact will create social action, social behavior in groups will create an institution that meets the needs of the person. It is also for other institutions that present around in their own community.

Educational institution is the institution or place where education process or the teaching learning is done with the aim to change the behavior of the individual to a better direction through the interaction with the environment. According to KBBI, the institution is the origin, original form, of a science organization. The institution in English called intitue, i.e. the means or the organization to achieve a particular purpose.

Simply, education often interpreted as one of human efforts in character and personality building in accordance with the norms and values in society. Furthermore, education itself can be interpreted as a run business or carried out by individuals or groups of people to become an adult and reach a higher standard of living and focused. Umar Titahardja and La Sula explained that the educational institution is a place where specific educational process runs on the main environment; family, school and the citizen. Abu Ahmadi and Nur Uhbiyati : educational institution is a moving business and responsible for the convening of education which is run by educators and learners.

Hasbullah proposed that the education institution is the place where an educational process takes place simultaneously with the process of culture. So, educational institution is a place or the compartment where the process of education is carried out with the aim to change the behavior of a person to a better direction through the interaction with the environment as well as insights and knowledge gained. Educational Institutions can be categorized that consist of formal education institutions (schools), informal (family) and non formal (citizen) and their respective institutions have an important role in building the character of the nation as human resources who have supplies in the face of the era of MEA.

Informal Education Institutions (Family)

The most important education for children is the education in the family. Family education has a very great influence on the formation of the character and becomes the main key in the form of the children to become good personal. A child that educates by parents with affection and compassion will feel appreciated and needed, he/she will have compassion on his family so that will be created the condition of mutual respect and help one another. The condition is very supports the development of children because parents are the main role in the growth and development of children.

In the family that fulls of compassion, creates the price of a child because he/she fells valued, loved and accepted as a human being. By appreciating and respecting, we can also appreciate other people. The family that applies family education can produce children who have good personality. Therefore, education in the family must be a strong foundation in building the personality of a child.

Formal Education Institutions (School Environment)

The school environment is the second education after the family. Teachers become media educators and source of information for students in transferring knowledge in accordance with the expertise. The teacher's roles are giving a help, assistance, motivation and tasks to children to train discipline so that children have the responsibility to

complete the task. The school sites more emphasized the lesson of discipline, responsibility and adherence to the rules and norms that apply in the community environment so that the children can put themselves wherever they are and how a good attitude, polite and cordiality to anyone especially to the older.

Nonformal Education Institutions (Society Environment)

The society environment also has an important role in the development of students because of it can provide a picture of how societal life. Students interact directly with the society so that they can assess the child whether he/she is educated or not. By education in the children' mind embedded knowledge that made him to find new things that had never existed before so that they can promote themselves and can be used with the wise man. In addition, education can also instill positive things since early against the students. View the current conditions, students as the young generation successor of the nation is expected to develop knowledge to keep pace with other nations and that is not easily enslaved and exploited by the other party. However, only educated alone is not enough to build a personalised quality. Educated man with high IQ genius alone does not guarantee the progress of his people if they do not have a good character, even may even be used to destroy the nation for personal gain. Without building character education, a person will grow up to be someone who may only clever, but poor spiritual and emotional. The education process without accompanied the development of characters, just as a means of training and shaping the brain, while the behavior and moral neglected. Education basically aims to help people become smart and clever and become a good and wise man.

To make a human being becomes clever and smart is not difficult, but to make a person to become a good and wise is not easy thing to do even can be said to be very difficult. The moral quality of the young generation when this could be said to decline, because that is the need to held education character that includes moral education, education values of life, religious and Outstanding traits in each education institution. The character is the individual behavioral patterns. According to Williams and Schnaps (1999), the meaning of the character education is all the efforts made by members of the schools and even carried out together with the parents and the community to help the children and adolescents in order to have the nature of matter, steadfastness and

responsible. According to Lickona, there are seven reasons that education character must be delivered namely: 1) the best way to ensure the students to have good personality in life, 2) wow to improve academic achievement, 3) some of the students could not be formed a strong character in another place, 4) prepare students to respect others and live in the community, 5) starting from the social moral issues such as violence, sexual violations, lasciviousness, dishonesty and work ethos that low, 6) the best preparation to meet the behavior of working venues, 7) teach cultural values.

CONCLUSIONS

Indonesia is a nation that is great because it is supported by a number of positive facts are very strategic geopolitical position, natural resources and biodiversity, socio-cultural pluralism, and a large population. Thus forming the character of the nation is very important, the formation of the desired character are traits psychiatric ahlak or character that distinguish one person to another, or significant congenital, heart, soul, personality, bud character, behavior, personality, character, temperament, temperament, character. Institutions are as container or tool to shape and build character Nations Children's, because the National Education serves to develop the capabilities and form a nation's civilization karater and useful in the context of the intellectual life of the nation. Educational institution as a place of character formation can be classified as follows: 1) formal education (schools), 2) informal (family), 3) non-formal (community) and each of these institutions have an important role in building the character of the nation as a resource people who have a stock in the era of the MEA.

Recommendations

The government should always monitor or supervise the education world, because of the state of the world can advance education and education for the State also be destroyed, when education has been misused. In addition to teaching, a teacher or a parent also must pray for the child or his pupils to become better, the teacher should give a sense of security and safety to every learner in the lead times of learning, because if not all of the lessons in live protégé will be in vain.

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THE ROLE, IMPLEMENTATION, AND POTENTIAL OF ICT IN EARLY CHILDHOOD EDUCATION

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ABSTRACT

This article explained the role and process of developing an ICT strategy for early childhood education. The role and potential of ICT in early childhood education is ICT can be used to early childhood education settings, and comments on the role of ICT with respect to teaching and learning, professional development and teacher education, sector capability, administration, infrastructure, and information management and communications. Computer/ICT use is appropriate for young children's cognitive, physical, social, and emotional development. The role ICT to enrich the early childhood learning environment is: support children's cognitive and emotional development, and the development of social and co-operative skills; assist in the emergence of early literacy and mathematical thinking; "level the playing field" for children with special learning needs; enhance and strengthen relationships between children and adults, facilitate the emergence of "new literacy's" or "multiliteracies" in Children

Keywords: role ICT, early childhood education

ICT can be defined as "anything which allows us to get information, to communicate with each other, or to have an effect on the environment using electronic or digital equipment". In early childhood education (ECE), the term ICT could include computer hardware and software, digital cameras and video cameras, the Internet, telecommunication tools, programmable toys, and many other devices and resources.

There are three reasons why ICT matters in early childhood education. First, ICT already has an effect on the people and environments that surround young children's learning. Second, these technologies offer new opportunities to strengthen many aspects of early childhood education practice. Third, there is support and interest across the whole education sector for the development and integration of ICT into education policy, curriculum, and practice. However, there is a clear consensus in the literature that the introduction and use of ICT in early childhood education should be grounded in a clear understanding of the purposes, practices, and social context of early childhood education.

There is a growing recognition of the many different ways that ICT can contribute to, or transform, the activities, roles, and relationships experienced by children and adults in early childhood education settings. The literature indicates the importance of practitioners and other adults in early childhood education settings having guidance and opportunities to become capable, competent, and informed about the educational role and potential of ICT, and support to use ICT to

strengthen many aspects of early childhood education practice.

However, in the last few years there has also been a growth in research and descriptive literature about the use of other kinds of ICT in early childhood education, including digital cameras, digital video, closed-circuit television, videoconferencing, programmable toys, robotics, and electronic musical instruments. There is also a growing focus on teachers using ICT with children, or on their own, as a tool to support and scaffold children's early childhood education experiences, to investigate and build learning experiences from children's interests, or to strengthen relationships between children, practitioners, and families.

DISCUSSION
ICT And Young Children

Some authors have expressed the view that computer/ICT use is not appropriate for young children's cognitive, physical, social, and emotional development. However, there is no clear evidence to support this claim, and this view has increasingly been replaced by the view that, when used appropriately, ICT can be a useful tool for supporting young children's learning and development. Most authors note the need for practitioners to be aware of health and safety issues around children's use of ICT, and for these to be attended to in early childhood education centre ICT policies and practices. This includes: attention to children's physical and ergonomic safety; being mindful against children's exposure to inappropriate content (e.g. games or Internet-based material of a violent or sexual nature, or containing undesirable gender or cultural stereotypes); and

protection of children's privacy (e.g. in online environments, or when information is published on the Internet).

Studies suggest that ICT use can provide a context for collaboration, co-operation, and positive learning experiences between children, or between children and adults. However, this will not necessarily happen of its own accord. Research indicates that practitioners must be conscious of the kinds of learning interactions they would like to occur in the context of ICT use (including between adults and children, or between children), and adopt pedagogical strategies to support these. Case studies show how ICT can be used to support aspects of learning, including language development and the development of mathematical thinking. ICT also provides unique opportunities for scaffolding and supporting learning for children with special learning needs, and children from culturally or linguistically diverse backgrounds. ICT provides a variety of ways for children to weave together words, pictures, and sounds, thereby providing a range of ways for children to communicate their ideas, thoughts, and feelings. Good software can allow children to engage in self-directed exploration, and can be tailored to children's individual needs, and assistive/adaptive ICTs can reduce barriers to participation for children with special physical or learning needs.

The Important of ICT in early childhood education

There are three reasons why ICT matters in early childhood education. First, ICT already has an effect on the people and environments that surround young children's learning. Second, these technologies offer new opportunities to strengthen many aspects of early childhood education practice. Third, there is support and interest across the whole education sector for the development and integration of ICT into education policy, curriculum, and practice. These three themes are explored further below.

ICT already affects the people and environments that surround young children's learning

ICT is becoming a ubiquitous component of the physical and social worlds occupied by young children. It is an important part of the private and work lives of most people, including those who support young children's learning and development, whether as parents, family members, caregivers, or early childhood educators. It is often argued in the literature that children's early childhood education experiences should reflect and connect with their experiences in the wider world. Therefore, ICT matters in early childhood education, because it already has an effect on the people and the environments that surround young children's learning and well-being. There is strong consensus across the literature that it is timely for the role and potential of ICT for the early childhood education sector to be critically examined, to guide future development and decision-making in this area.

ICT offers new opportunities to strengthen many aspects of early childhood education practice

The second reason that ICT matters in early childhood education relates to the opportunities and potential that these technologies offer the sector. These include: a) opportunities to support and enhance children's learning and play experiences; b) opportunities to support and strengthen practitioners' professional learning and development; and c) opportunities to support and strengthen relationships and communication between early childhood centres, parents, and other people connected to the early childhood education setting.

Most of the literature about ICT in early childhood education strongly supports the view that technology on its own should never drive the process of ICT development in the sector (Downes & Fatouros, 1995). Rather, all planning for the introduction and use of ICT by children and adults in early childhood education should be grounded in a clear understanding of the purposes, practices, and social context of early childhood education (O'Hara, 2004; O'Rourke & Harrison, 2004; Sheridan & Pramling Samuelsson, 2003). Brooker (2003) has suggested that, at least in the UK, early childhood education may actually be leading the way in developing best practice in the use of ICT to support positive learning experiences for children.

There is support for the development and integration of ICT into education policy, curriculum, and practice across the whole education sector

There is now a strong focus on the development of ICT policy, and integration of ICT in curriculum and practice across the whole education sector. ICT and "e-learning" have become important concepts in primary, secondary, and tertiary education. In most countries, policy and curriculum support for the development of ICT in the early childhood education sector have lagged behind that given to the school sector (O'Hara, 2004; Sheridan & Pramling Samuelsson, 2003; Stephen & Plowman, 2003). This situation is beginning to change. Some countries, like Scotland, have recently developed ICT strategies for the early childhood education sector (Learning and Teaching Scotland, 2003b). Researchers, academics, and practitioners in early childhood education have also published books, articles, and guidelines which

provide information and guidance about ICT in early childhood, and aim to support early childhood education practitioners to make well-informed decisions and choices about ICT (Downes, Arthur, & Beecher, 2001; NAEYC, 1996; O'Hara, 2004; Siraj-Blatchford & Siraj-Blatchford, 2003).

The delayed attention to ICT in early childhood education presents some advantages for the sector. For example, the growth and development of ICT in the school sector has sometimes been driven by the desire to get more technology and technological infrastructure into schools, without sufficient attention given to the pedagogical purposes for introducing the technology, or the supporting conditions and resources that might enable the technologies to contribute towards better teaching and learning experiences. In many countries, heavy investments have been made in ICT for use by teachers and students but the purposes of these investments have not always been clear or made explicit (Higgins, 2003). While there is evidence from school-sector research that ICT can help pupils to learn and teachers to teach more effectively (Higgins, 2003), research has also uncovered many examples in which the widespread rollout of ICT into schools has done little to improve or transform teaching practice, or students' learning experiences in any meaningful way (Peck, Cuban, & Kirkpatrick, 2002; Reynolds, 2002). The evidence is clear that simply providing ICT equipment to schools or teachers will not necessarily make a difference; what makes the difference is the way in which this equipment and other resources are used (Higgins, 2003).

The early childhood education sector may find useful guidance from some of the school-sector ICT literature. For example, research into effective teacher professional development with respect to ICT (e.g. Ham, 2002), and the conditions that facilitate innovation in the use and integration of ICT in teaching and learning (e.g. Harris & Kington, 2002; Tubin, Mioduser, Nachmias, & Forkosh-Baruch, 2003; Zhao, Pugh, Sheldon, & Byers, 2002) Some of this research will be discussed in Section 6. However, it is also important to recognise the differences between the two sectors, and to recognise where there are limits for translating school-based research findings to early childhood education contexts. For example, within the school-sector ICT literature, there has been a strong focus on measuring the effects of linking the use of ICT in terms of assessments of student learning or achievement (Lewin, Scrimshaw, Harrison, Somekh, & McFarlane, 2000; Schacter, 1999). The concepts of "learning" and "achievement" are usually defined relative to the age level(s) of the students, and the learning goals and intentions that underpin specific instances of ICT use. These learning intentions are often connected with particular subject areas in the curriculum. By contrast, the New Zealand early childhood education curriculum does not align itself with traditional subject boundaries. Rather than specifying subject content areas, Te Whāriki emphasises five integrated learning strands: well-being; belonging; contribution; communication; and exploration. Assessment is holistic, viewing the child's learning as complex and contextual (Mutch, 2003). School-sector ICT research which focuses tightly on achievement and assessment of students' subject-specific learning may not transfer well to the early childhood education context. However, there may be some transferability of findings from research which looks at the role and potential of ICT to promote higher-order thinking, problem-solving, and creativity in school-age children.

Other areas featured in the school-sector ICT literature may have strong resonance within the ECE sector. For example, the role or potential for ICT to: a) support professional communities of learning among teachers (both within and between different schools); b) strengthen school-community relationships; or c) increase the involvement of parents, and other people outside schools, in students' school learning experiences.

Roles ICT play in ECE

There is a growing recognition of the many different ways that ICT can contribute to, or transform, the activities, roles, and relationships experienced by children and adults in early childhood education settings. Table 1 shows some of the ways in which ICT can be part of early childhood education.

Developing ICT capability in the ECE sector

The literature supports two key ideas about the development of ICT capability in the early childhood education sector (e.g. see Brooker, 2003; Downes & Fatouros, 1995; O'Hara, 2004; Sheridan & Pramling Samuelsson, 2003; Siraj-Blatchford & Whitebread, 2003):

The first idea is about children, and the possibility that they can begin to develop ICT capability and "ICT literacy" as part of their early childhood education experiences. The second idea is that practitioners and other adults in early childhood education can be supported to develop ICT capability and "ICT literacy". The literature suggests that practitioners need guidance, and opportunities to become capable, competent, and informed about the educational role and potential of ICT, and support to make the most of the

opportunities that ICT presents for strengthening all aspects of early childhood education practice.

Table 1 Possible roles for ICT in early childhood education

Roles for ICT	Some examples
Children using ICT in their play or learning (alone, with peers, or with adults).	Children using computers to play games, listen to stories, or draw pictures. Children using ICT equipment in games or role-play activities.
Children and practitioners using ICT together to scaffold children's learning.	Using the Internet to locate information or resources, sparked by children's interest in a particular topic or idea.
Children and practitioners using ICT together to document and reflect on children's learning, or to share children's learning with parents, or other practitioners.	Taking digital photos, videos, or audio recordings of activities in the early childhood education setting and reviewing these together, or sharing them with parents. Practitioners and children using ICT to build portfolios of children's work, to use for evaluating progress in children's learning and development.
Practitioners using ICT for planning, administration, and information management.	Teachers developing individual learning plans for children, or using computer-based templates to plan or document children's learning (e.g. using learning stories templates, or inserting relevant concepts from *Te Whāriki* into children's learning records). Creating databases to keep track of important information about children and their families.
Teachers or teachers-in-training learning to use ICT, or learning *through* ICT.	Teachers-in-training learning to use ICT in their initial teacher education courses. Distance-learning teachers-in-training using ICT to learn to become early childhood teachers. Teachers-in-training learning to use technology with children in their practicum placements. Teachers using ICT to document and reflect on their practice, or using ICT as part of a professional development programme.
Children and practitioners using ICT to communicate or exchange ideas or information with other practitioners, parents, or researchers.	Using videoconferencing, online discussion communities, or email, to communicate with other practitioners, parents, or researchers, or to share news and information about what's happening in the early childhood education centre. Children and practitioners using telephones, email, or fax to keep in touch with parents who are not able to come to the early childhood education centre (e.g. parents who are at work during the day). Using telephones, email, or fax to keep in touch with children and their families in distant or rural communities (e.g. Correspondence School early childhood education programme).
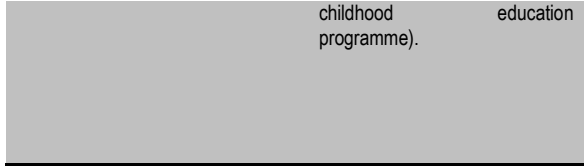
Supporting children's ICT capability and ICT literacy

Information and communication technologies are becoming more embedded and ubiquitous in the environment around children. These technologies are having such a profound effect on all aspects of people's lives that they are now becoming "taken-for-granted". Downes and Fatuoros (1995) make the point that to be effective lifelong learners, children will need to be literate in the communication modes of their culture. They need to be able to make, and make sense of, "texts" (whether these be print-based, electronic, or image-based). For young children, this could mean developing skills in the use of images and sounds to convey information, ideas, and feelings. Multimedia ICT tools present many possibilities for doing this. Learners in the "information age" will also need to develop skills to organise and analyse information (Downes & Fatuoros, 1995). Recognising the way that ICT and other multimedia technologies shape this information is an important part of this process. However, learners will not only be consumers of information – they will also be producers and creators of information (Downes & Fatuoros, 1995). For young children, this could involve using electronic media to record information, ideas, and feelings about themselves, their activities, and their environments, to share these with others.

Supporting practitioners' ICT capability and ICT literacy

The literature strongly supports the idea that ICT development in the early childhood education sector should be firmly grounded in existing knowledge about early childhood learning and development. Te Whāriki's socio-cultural approach to early childhood education emphasises the critical role of socially and culturally mediated learning, and of reciprocal and responsive relationships for children with people, places, and things. This suggests that an appropriate approach for developing ICT in early childhood education involves developing the ICT capabilities and "ICT literacy" of the significant people in young children's lives, including early childhood educators, parents, and caregivers so that these people can make good decisions about the use of ICT with, or by, children. Many authors discuss the need for educators to have well-developed understandings of the role and potential of ICT for supporting young children's learning, as well as

practical skills in knowing how to make best use of the technology (e.g. O'Hara, 2004; O'Rourke & Harrison, 2004; Patterson, 2004; Siraj-Blatchford & Whitebread, 2003). At the same time, other studies signal that children's experience (or lack of experience) with ICT at home is an important factor for educators to consider in planning for the use of ICT in early childhood education settings (Brooker & Siraj-Blatchford, 2002; Downes, 2002). Finally, case studies highlight a role for ICT in supporting parent involvement in their children's learning (Lee, Hatherly, & Ramsey, 2002; Whalley & the Pen Green Centre Team, 2001).

ICT in early childhood education adopts a "strengths" view of practitioners, which considers practitioners to be professionals with a critical role in decision-making and support for young children's experiences with ICT, who therefore need support to develop ICT capability and literacy. Developing practitioners' ICT capability and literacy does not mean simply providing them with the skills to use different forms of ICT. It also means providing opportunities for practitioners to learn more about: a) the possibilities that ICT offers for new ways of communicating, seeking, and handling information, and interacting with the environment and other people; b) what research says about the role and impact of ICT use for children's learning, play, and development; and c) examples of how other early childhood education settings have used ICT to support children's learning or play; or to strengthen relationships between children, practitioners, and families.

Developing practitioners' ICT capability and ICT literacy also means providing them with opportunities to identify how they could use ICT to support or extend practice in their own early childhood education setting (Downes & Fatouros, 1995).

The role ICT to enrich the early childhood learning environment

Critics of ICT use by young children tend to take the view that ICT encourages children to be passive recipients, that it is isolating, or that young children cannot learn effectively through these kinds of experiences (Siraj-Blatchford & Whitebread, 2003). In contrast, many other authors consider that ICT holds many potential benefits for young children, and that when used appropriately, ICT can: a) support children's cognitive and emotional development, and the development of social and co-operative skills; b) assist in the emergence of early literacy and mathematical thinking; c) "level the playing field" for children with special learning needs;

d) enhance and strengthen relationships between children and adults, or give adults new ways to gain insight into children's thinking or their interests, thereby providing opportunities to better support and scaffold children's learning; and e) facilitate the emergence of "new literacies" or "multiliteracies" in children (Hill & Broadhurst, 2001; Pastor & Kerns, 1997).

Patterson (2004, p. 25) describes this as using ICT to "enrich the learning environment". Most supporters of ICT use by and with young children consider that the value of the technology hinges on the way it is used.

Developmentally Appropriate Use of ICT With Young Children

Developmental appropriateness forms a guiding principle in much of the literature on ICT in early childhood education. Two widely-cited sets of guidelines strongly emphasise developmental appropriateness: the DATEC (developmentally appropriate technology in early childhood) project in the UK (Siraj-Blatchford & Siraj-Blatchford, 2002; Siraj-Blatchford & Whitebread, 2003); and the American National Association for the Education of Young Children's position statement on the use of technology with children aged 3 to 8 (NAEYC, 1996).

The term "developmental appropriateness" can be defined in a number of different ways, depending on what views or theories one holds about children's learning and development. Children's development is sometimes construed as a step-wise series of "stages" (Luke, 1999). In this view, activities or ways of thinking that require a more advanced stage of development than a child has achieved are considered not to be developmentally appropriate. O'Rourke and Harrison (2004) consider that strict developmentalist approaches sometimes focus on what children lack.

DATEC offers eight general principles for determining the appropriateness of ICT applications to be used in the early years: a) Ensure an educational purpose; b) Encourage collaboration; c) Integrate with other aspects of the curriculum: that is, if children are to understand ICT they need to see it used in a meaningful context, and for real purposes. This includes allowing for ICT to feature in children's play; d) The child should be in control: that is, the ICT application should not control the child's interaction through programmed learning or any other behaviourist device; e) Choose applications that are transparent and intuitive. The "drag and drop" facility on a computer screen is a good example; f) Avoid applications that contain violence or stereotyping; g) Be aware of health and safety issues; h) Encourage the educational involvement of parents

ICT and children's play

Play is considered an important dimension of early childhood education, as part of children's social, emotional, cognitive learning, and motor development. The literature supports several different ideas about the role and potential value of ICT in terms of children's play. Recall the idea discussed in the introduction that in early childhood, children should begin to learn about technology (that is, what it is, how it works, and the roles it plays in their own and other people's lives) as well as learning through technology. Play is seen to be an important aspect of both of these kinds of learning.

O'Hara (2004) describes a range of examples from English early childhood education settings of ICT featured in children's play, including socio-dramatic role play. It is important to note that O'Hara considers both functional and non-functional ICT to have a role in supporting children's learning "about" technology. The examples O'Hara describes include: a) an imaginative role-play about being "in the office", in which a child used a functional PC, photocopier, and printer; b) a spontaneous indoor/outdoor game which evolved when an adult introduced six children to a pair of walkie-talkies; c) a whole-class "karaoke concert" using a CD player, microphone, amplifier, video camera, and television monitor; d) an imaginative role play about going to the travel agent and booking an overseas holiday, then going on the aeroplane for the holiday. The "travel agent's office" included a non-functioning PC and telephone, as well as catalogues and a globe. The "aeroplane" had a functioning PC in the cockpit, which displayed pictures of clouds as the plane "flew". A tape player/listening station with several headphones served as the in-flight entertainment station in the "cabin". A classroom helper had built a simple battery-operated "fasten seatbelt" sign that the "cabin staff" could switch on and off; e) a closed-circuit video camera and television monitor that were set up in a play area in an early childhood education classroom designated as a "sea-side café"; and f) a small group of children and a teacher sitting in a circle and learning how to operate a Pixie programmable vehicle, with each child having a turn to program the vehicle to travel across the carpet to another child.

O'Hara's examples highlight some important themes about high-quality practice in ICT use with young children. These include: children using ICT in "realistic" and imaginative socio-dramatic role-play; children

learning to use the correct vocabulary to describe different technologies and activities associated with them (for example, children talking about "typing", "printing", or "looking up flight times" using the computer); and children using different forms of ICT, both indoors and outdoors. Many of O'Hara's examples show children being trusted and assisted to be in control of the technologies (for example, children being helped to operate a video camera, CD player, computer, or programmable toy themselves).

CONCLUSION

The conclusions about the article is: a) Computer/ICT is appropriate for young children's cognitive, physical, social, and emotional development; b) The Important of ICT in early childhood education that technologies offer new opportunities to strengthen many aspects of early childhood education practice. There is support and interest across the whole education sector for the development and integration of ICT into education policy, curriculum, and practice. ICT can contribute to, or transform, the activities, roles, and relationships experienced by children and adults in early childhood education settings; c) There is two key ideas about the development of ICT capability in the early childhood education sector. The first idea is about children, and the possibility that they can begin to develop ICT capability and "ICT literacy" as part of their early childhood education experiences. The second idea is that practitioners and other adults in early childhood education can be supported to develop ICT capability and "ICT literacy"; d) The role ICT to enrich the early childhood learning environment is: support children's cognitive and emotional development, and the development of social and co-operative skills; assist in the emergence of early literacy and mathematical thinking; "level the playing field" for children with special learning needs; enhance and strengthen relationships between children and adults, facilitate the emergence of "new literacy's" or "multiliteracies" in children; e) Developmentally Appropriate Use of ICT With Young Children is: Ensure an educational purpose, Encourage collaboration, Integrate with other aspects of the curriculum, The child should be in control, Choose applications that are transparent and intuitive, Avoid applications that contain violence or stereotyping, Be aware of health and safety issues, Encourage the educational involvement of parents

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USING COOPERATIVE INTEGRATED READING AND COMPOSITION AS A STRATEGY IN IMPROVING READING COMPREHENSION

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ABSTRACT

This study is intended to measure the effectiveness of Cooperative Integrated Reading and Composition (CIRC) as a Strategy in Improving Reading Comprehension at Management Education Centre (MEC) Pamekasan. In order to solve the problem, the researcher uses an Experimental Design with Randomized Matched subjects, Post-test Design Only. The target population for the study consisted of the students at MEC and the sample of this research are 64 students in eighth grade. Furthermore, both of the student groups are determined as experimental group (X) and control group (Y). The experimental group is the group which is taught by using CIRC as a Strategy. A test was used to collect the required data. The content of the two tests were the same. The total number of test items was 50. It was an objective test in the form of multiple choices.The collected data of post test were analyzed by using dependent t test. The result of the data analysis found that the computed-value was 3.49, while the critical t-value at 1% level significance was 2.457 (df31) by using one tailed. This indicates that there is a significant difference between reading comprehension of the students taught by using constructivist reading model (CRM) and reading comprehension of the students taught by using tradition model. The CRM lead the students to have better achievement better than Traditional Model. Since this study results showed or indicated that the CRM was effective for students in reading, the English teachers may use this model in order to improve the students' reading comprehension ability.

Keywords: cooperative integrated reading and composition, reading comprehension

Reading plays an important role in transferring information as well as developing science, technology, culture, and international relationship. Realizing the importance of reading for EFL students, it then very crucial for EFL students to have good reading proficiency. Having good reading proficiency means having the ability to understand written statements or any type of written text accurately and efficiently (Mahfoodh, 2007, p. 1)

Some research findings, among others by Herber & Herber, (1993) proved that, the students still have difficulty in reading since they may have no reading interest and motivation and the purpose of reading was never explained to them. Therefore, it is the teacher's task to teach reading in easy ways, so that the students can follow the lesson eagerly. To fulfil these tasks, the teacher will use a certain approach, strategy, technique or model. However, sometimes it is not easy for the teacher to create these in teaching reading.

Based on the syllabus of the Management Education Centre (MEC) Pamekasan, the teaching learning activities is learner centered, by creating such enjoyable condition, contextual, acquiring knowledge from doing something or learning by doing, and providing learning experience. In addition based on the theory of constructivism, it is stated that the teacher's function is only to facilitate the students self learning. The objectives of teaching English in Management Education Centre (MEC) are (1) to improve the students ability in English both in oral and written; (2) to prepare the students to read English text book in their Senior High School; (3) to prepare the students taking part in the national examination.

Based on the description above, improving the student's reading skill especially at Junior High School level is so important since English taught from Junior High School. Assumed that the most important issue which needs to be improved is how reading is learnt or taught using an appropriate strategy. This issue due to what explained before that reading should be taught or learnt in easy way so that the students can follow the lesson eagerly. To fulfil these tasks, this study is intended to find a suitable strategy for reading program that might help the students to learn reading in an easy way and eventually improve their reading comprehension.

Joy Janzen (in Methodology in Language Teaching, Richard and Renandya, 2002:291-292) classifies reading strategies into general and specific. With general strategies, he refers to universally common ways that most readers use in reading. One of them is discussion (discussion group). Through discussion, students gain a deeper understanding of their reading behavior. With specific reading strategies, he refers to the processing strategies the students use in reading to understand a text.

Richard, Platt & Platt (1992) states that in language teaching, a model means something which is used as a standard or goal for the learner. English teacher should be able to apply certain teaching strategy in teaching reading in the classroom. One of the strategies is Cooperative learning which refers to a variety of teaching methods in which students work in small groups to help one another learn academic contents (Slavin, 1995, p.4).

Slavin (1995) describes Cooperative Learning as learning activity that encourage students to work with

their friends in a group and achieve learning purposes. Cooperative learning has been recommended as effective in most school subjects across various groups of students measured on several cognitive and affective outcomes. One of Cooperative Learning method which deals with reading is Cooperative Integrated Reading and Composition (CIRC).

Cooperative Integrated Reading and Composition (CIRC) is a comprehensive program for teaching reading and writing in the upper elementary and middle grades (Madden, Slavin, and Stevens, 1986) in Slavin (1995: 7). Students work in pairs within their teams on a series of cognitively engaging activities, including reading to one another, making predictions about how narrative stories will be resolved, summarizing stories to one another, writing response to the stories, and practicing spelling, decoding, and vocabulary. Students also work in their teams to master main idea and other comprehension skills. In this study the researcher wants to apply Cooperative Integrated Reading and Composition (CIRC) as one of Cooperative Learning model to teach reading. This study is intended to measure, The Effectiveness of Cooperative Integrated Reading and Composition (CIRC) as a Strategy in Improving Reading Comprehension at Management Education Centre (MEC) Pamekasan.

Gupta & Ahuja (2014) In Cooperative Integrated Reading and Composition (CIRC), students are taught in reading groups and then return to mixed ability teams to work on a series of cooperative activites , including partner reading, making prediction, identification of characters, settings, problem and problem solving, summarization, vocabulary, spelling and reading comprehension exercises. It also provides a structure to help teachers and students succeed in helping the students become effective reader.

CIRC also has some major component: 1) Reading groups, 2) Teams, 3) Story-related activities, 4) Partner checking, 5) Tests, 6) Direct instruction in reading comprehension, and 7) Integrated language arts and writing. In this study the researcher uses some component they are: reading groups (teacher divides the class into some groups), story related activities (reading together, each student substitutes to read aloud in different paragraph), partner checking and test (answering questions related to the text by discussing and understanding vocabulary (words out aloud & word meaning)), and integrated language arts and writing (making summary of the text as a means of retelling the text.)

METHOD

This study is including in experimental design with Two groups, Matching Random Selection, Post-test design. This experiment used Experimental Designs because there are two student groups. There are two kinds of variables. The independent variableis manipulated by the experimenter, and the dependent variable is measured. The signifying characteristic of a true experiment is that it randomly allocates the subjects in order to neutralize the potential for experimenter bias and ensures, over a large number of iterations of the experiment, that all

confounding factors are controlled for. Furthermore, both of the student groups are determined as experiment group (X) and control group (Y). Experiment group is a group which is taught by Cooperative Integrated Reading and Composition (CIRC), while control groupis a group which is given Traditional way.

An alternative procedure for assigning subjects to group is to match individual subjects on as many extraneous variables as one thinks might effect the dependent variable, and then to use some random procedure to assign one member of each matched pair to treatment A and the other to treatment B. One method of matching is to place all subjects in rank order on the basis of their scores on the matching variable. The first two subjects are selected from the rank order list to constitute the first pair. One subject of this pair is then randomly assigned to treatment A and the other to treatment B. This process is continued until all subjects have assigned.

Pre-test has the important role in this research, it used to make the groups are equivalent in capability before the researcher give the treatment to the experimental group. The researcher used the method above to assign the subjects of this research. Subject of population is Management Education Centre (MEC) students and subject of sample is the eighth grade students of the Management Education Centre (MEC). A large number of subject as many as 64 students were the sample of this research. After they have given pre-test they divided in to two classes, Class A and Class B. Class A as experiment group (X) as many as 32 students, and class B as control group (Y)as many as 32students.

Test was the only instrument used to collect the data needed. This study used two tests, pre-test and post-test. There were two tests employed in this study, namely: the pre test and the post test. The two tests were the same. The total number of test items was 50. It was an objective test in the form of multiple choices, each item consist of four alternative answers. The test based on the reading micro skills, according to Munby's taxonomy (Alderson, 2000: 10-11).

The researcher showed the test to the other English teacher and to be appropriating with content of the subject. So, it called content validity. The passages were examined by the other English teachers in the same course to check the expediency of the text. A good test must be valid and reliable. After got the result of the validity of the test instrument, the researcher should find out the reliability of the text. An instrument of the text is reliable if it has high consistency value. In this study, the researcher used post test score to know whether the instrument is reliable or not, and then the researcher calculated the score of posttest by using Cronbach's Alpha formula.

After calculated by using Cronbach's Alpha in 17.0 go windows. It showed that the test reliablity for the experiment group is 0.804 and for the control group is 0.841. The test is reliable when it higher than 0.60, so it means that the test instrument used in this research is reliable.

RESULTS AND DISCUSSION

After collected the data needed by using test instrument, the next step in conducted this research is analysis the data by using dependent t test. Based on the research, the researcher used two phases in analyzed data collection:

Phase 1: calculating t-test for reading comprehension. Phase 1 is calculating t-test, the result for the sum of the experiment group is 2130 and the sum of control group is 1786, and for the difference (D) is 344, and the square of difference is (D²) is 13136. After got the result, the researcher used dependent t-test to calculate the data The researcher used one tailed at 1% significance level, after calculated the data it found that critical t value is 3.49 is greater than computed t value 2.457. It means that, it is significant.

Phase 2: Hypothesis testing. There are two hypotheses in this research: (1) (Ho): the students taught by using Cooperative Integrated Reading and Composition (CIRC) have not better comprehension than the students taught by using Traditional Method; (2) (Ha): the students taught by using Cooperative Integrated Reading and Composition (CIRC) have better comprehension than the students taught by using Traditional Method.

To check whether Ho or Ha that accepted in this research, the researcher compared the computed t value and critical t value. Critical t value is 2.457, while computed t value is 3.49 the computed t-value is higher than critical t-value, so it can concluded that there is a significant difference between Reading Comprehension of the students taught by using Cooperative Integrated Reading and Composition (CIRC) and Reading Comprehension of the students taught by using Traditional Method. It proved because computed t value is greater than critical t value. From the result above, it can be concluded that Ha (Alternative Hypothesis) is accepted, and the Ho (Null Hypothesis) is rejected.

Wallace (2002) proposed and underlines the three big steps used to study a text in a class, they are: before-reading activity, while-reading activity and after-reading activity. He explains that before-reading activity is aimed at activating the students' relevant knowledge that they can bring to the text. The while-reading activity is aimed at using various reading comprehension strategies to go through the text. This is an activity that underlines the meaning-form process. The last step, the after-reading activity, aims at helping the students to store the knowledge from the text in their minds. He insists that reading is an activity involving both readers' contact with the text and creating a similar text as that of the original. It involves not only the mechanical aspect of reading (letters, words, and sentences) but also cognitive aspect of reading (meaning-making). He also stated reading is also viewed as a reader centered activity, because, while reading, a reader is constantly developing strategies to help him or herself obtain what he or she wants from reading activity.

The activities in CIRC are process which cover an efficient process, since the students can understand the text quicker than they read by themselves. It is also comprehending and interactive process as the students understanding the reading text by discussing with the members of group; they share their knowledge to understand vocabulary. This is in line with the definition of reading purposed by Grabe (2009) that some processes define reading are a rapid process, a strategic process, a flexible process, a purposeful process, an evaluative process, a learning process and a linguistic process.

CIRC is designed based on the paradigm that the accent of the teaching and learning process in on the learner rather than the teacher. This notion implies that since it emphasis is on the learner rather than the teacher in a teaching and learning process, it might be said that the teaching and learning process is students centered or reader centered, where the students will be more active than teacher. The teacher functions as guide, facilitator or co-learner in the classroom. Therefore, CIRC is designed to help the students to understand the text and directed them to create a cooperative learning situation (through group discussion) among them from which they can learn from each other. Cooperative learning usually involves learner-centered characteristics.

In CIRC, the students can cooperate in a heterogeneous member of group in which the students who have higher ability in reading comprehension can work together with those who have lower ability. It does not mean that the lower ability students only depended on the higher ability students, but it is more like helping each other in achieving the learning purpose. This situation fulfills the definition described by Slavin (1995) that Cooperative learning is learning activity that encourage students to work with their friends in a group and achieve learning purposes. On the other hand, it is contrast with Hiebert in Slavin (1995:105) who stated that an almost universal feature of elementary reading instruction is the use of reading groups composed of students of similar performance levels.

Other finding is that teaching reading using CIRC method can accommodate almost all students in the class to be actively involved in the activity. It is different from traditional method that only uses translation to understand the text which make some students, especially lower group students be afraid or shy to be involved in learning process.

According to Rosenshine (1980) reading comprehension commonly entails seven skills, namely, recognizing the sequence, recognizing words in context, identifying main ideas, decoding details, drawing references, recognizing cause and effectand comparing and constracting, it in his book 'Skill Hierarchies in Reading Comprehension'. Based on the explanation, it may be concluded that a reader has a good comprehension if he/she is able to perform the comprehension of reading skills well either orally or in written in form. The test instrument covered all the skills that required above, and the post test result showed that the students' taught by Cooperative Integrated Reading and Composition (CIRC) have better achievement than the students' taught by Traditional Method. It might be concluded that The Cooperative Integrated Reading and Composition (CIRC) was a good strategy for the students in learning reading.

CONCLUSION AND SUGGESTION
Conclusion

Based on the research and the data analysis above, the researcher can give conclusions that Cooperative Integrated Reading and Composition (CIRC) is a better strategy in improving reading comprehension at Management Education Centre (MEC) Pamekasan than Traditional. The Cooperative Integrated Reading and

Composition (CIRC) has some advantages, such as: (a) CIRC was simple and easy to be applied by the students in reading; (b) The units of the model were designed in an orderly or systematically; (c) The model trained the students to understand the text first and then do the exercises, tasks or assignments; (d) The exercises, tasks or assignments for each unit helped the students to understand the text comprehensively; (e) The learning process was student-centered; (f) The learning process created co-operative learning situation through group discussion activity; (g) The group discussion enabled the students to think creatively; and (h) The students to learn not only reading but also other skills such as listening, speaking and writing.

Suggestion

Having known the result of research, the researcher suggests for the teacher (specially for English teachers) to use Cooperative Integrated Reading and Composition (CIRC) as a strategy in teaching reading. Another suggestion adressed to the next researcher, to be able to do the research dealing with this study. In which testing the effectiveness of strategy in cooperative learning in teaching and learning process. Therefore, teachers have various strategy they use in teaching and learning process. On the other hand, this method can be varied with other methods and in other subjects. This research can be used to be the basic of research by using other stategy and subject.✍

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INTEGRATIVE CHARACTER BUILDING IN FORMING STUDENTS' RESILIENT PERSONALITY

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ABSTRACT

Culture, spiritual and moral values that become the characteristic of Indonesia start to fade and being changed by modern and hedonic lifestyle. Fulfilling the satisfaction without concerning the values of honesty and responsibility become the habit of Indonesian society nowadays. In middle school environment, the students seem to be lack of hardiness, tenacity, and persistence in doing tasks given by the teachers. They tend to complain and easily dispirited. Creativity and optimism are not seen on their attitude when overcome the incoming difficulties, temperamental attitude and protest appear constantly when they could not finish the given tasks or do not understand the lesson, whereas the score requirement to achieve the Minimum Completeness Standard and Passing Standard is quite high. Nation Character and Culture Education implementation processes in the school nowadays need various changes. In order to succeed the Nation Character and Culture Education, the required changes do not change the ongoing curriculum but it is more on expecting headmasters, teachers and school counselors' new attitude and skills. It means through Curriculum 2013, character development and resilience attitude forming could be done via learning processes in school.

Keywords: character building, students' resilient personality

Currently world condition gets into European Economic Community that also known as free market era gives big impacts on teenagers' attitude and behavior, especially middle school students. Culture, spiritual and moral values that become the characteristic of Indonesia start to fade and being changed by modern and hedonic lifestyle. Fulfilling the satisfaction without concerning the values of honesty and responsibility become the habit of society nowadays.

In middle school environment, the students seem to be lack of hardiness, tenacity, and persistence in doing tasks given by the teachers. They tend to complain and easily dispirited. Creativity and optimism are not seen on their attitude when overcome the incoming difficulties, temperamental attitude and protest appear constantly when they could not finish the given tasks or do not understand the lesson, whereas the score requirement to achieve the Minimum Completeness Standard and Passing Standard is quite high.

Feeling of regret, desperate, school refusal, helpless and useless appear when the graduation and grade promotion time comes, finally they looking for a companion and being easily influenced by digressing, this kind of attitude should be fixed shortly. Consumptive lifestyle, lazy, easily desperate and discouraged with the weak condition when facing adversity, challenge, and setback becomes teachers and parents' concern through character building to form strong personality. *Nourishing* and shaping academic resilience attitude within the students in order to make them not easily discouraged, desperate and keep them in good condition, as Wolff (in Banard, 2002) view resilience as a trait. He stated that the trait as a hidden capacity to counter the self-destruction and protect the individual from every life obstacle. Good intelligence, easily adapt, social temperament, and interesting individuals finally consistently contribute to self reward, competent and feeling that they are lucky. That is called as a resilient individual. Furthermore, Gotberg (1995) state that resilience is universal capacity, and with this capacity, an individual, group or community could prevent, minimize, or even counter the destructive effect when they are experiencing adversity.

The issue that had been described above becomes the inspiration to implement integrative character building in forming students' resilient personality. There are three research questions in this paper: (a) Why is resilience attitude forming in character building at school necessary? (b) Could resilient attitude be integrated with character building? (c) What is effective integrative character building process in forming students' resilient personality in school?

DISCUSSION
Resilient Attitude Forming in Character building at School

Resilience is an important ability for everyone. It is caused by miserable condition that always comes in human life. This miserable

condition challenges individuals to overcome and learn from it, even to make changes (Desmita, 2008). Reivich & Shatte (in Soekandar, 2007) stated that resilience has four fundamental function in human life: Overcome childhood obstacles, overcome daily life challenges, raise once after experiencing traumatic incident or huge difficulties.

International Resilience Project (1995) conducted a study by questioning children and parents around the world related to their experience of miserable condition. The findings of this study found their miserable condition covered two types, inside the family environment and outside the family environment. Each participant created a list of miserable conditions they experienced. Creating a list of miserable conditions is the first step to address every miserable condition.

In general, Grotberg (2003) defined resilience as an ability of an individual to rise from the adversities. There may be a bothering pressure at the first time when trying to rise up from adversities; yet, high resilience individuals will be easy to back to their normal condition. High resilience individuals naturally have their right to feel sad, angry, or resentful, yet they are able to regulate their emotion healthfully. Resilience is important factor in our life. Aspects of resilience are important to be integrated in character building as a culture based *moral excellence* through courses in learning activities. It is necessary to be done in order to address changes and pressures that come quick and intensely.

Character building is also called as moral education, value education, and religious education. Character building had been done before the government composed the main design of character building (Desain Induk Pendidikan Karakter) in 2010. Various activities have been done to realize character building, especially those which related with education and teaching activities.

The word *character* is taken from the Greek word *charassein*, which means *toengrave* (drawing). Based on that definition, character is defined as *a special mark*. Then, because of that definition, a view of character as an individual patterned attitude comes out.

The development of nation' culture and character is important in order to improve the society life quality in the future. In the process of culture and character building, students actively develop their potential, doing internalization and appreciation. There are six main characters need to be developed within each individual: honest, responsible, smart, clean, healthy, care, and creative. Those

characters will be developed and improved if they are added with resilience. That addition actualizes their character in better society' life and develop dignified nation' life.

Nation cultures and characters are defined as an education that develop the values of culture and character on students, so they have those characters in their life in order to be a creative, productive, and nationalist citizen. The development process of values which become the basis of the character requires sustainable process. It is done through various lessons in the curriculum (civic, history, geographic, economy, sociology, anthropology, Bahasa Indonesia, social, science, math, religion, sport education, and art). Besides, curriculum 2013 (K-13) is designed with some characteristics as follows:

a. Creating a balance among spiritual and social attitude, curiosity, creativity, intellectual teamwork, and psychomotor,

b. School as the part of society which gives planned learning experience where the students applied what they have learned in school to the society, and use the society as learning sources;

c. Developing attitude, knowledge and skills, and apply them in various school and society situations,

d. Giving the students enough times to develop their attitude, knowledge, and skill,

e. Competency is stated in the form of class core competency and is specified into course basic competency,

f. Class Core Competency becomes the organizing elements of basic competency, where the all basic competencies and learning processes are developed in order to gain the competence that is stated in the Core Competency;

g. Basic competency is developed based on accumulative, reinforcing, and enriching principle among the lessons.

Education must build consciousness, knowledge, and values related to the environment where they live in (geographic), values that live in the society (anthropology), prevailing and growing social system (sociology), constitutional, government, and politic system (civics). It means that curriculum breakthrough in the form of the basic values of nation' culture and character building is necessary.

Even so, the current implementation of nation' culture and character building in learning activities at school needs various changes. The needed changes do not change current curriculum, these are more to the expectation of teachers, headmasters, and counselors' new skills and attitudes for the

success of the implementation of nation' culture and character building.

Republic of Indonesia' Constitution number 20, 2003 about National Education System (UU Sisdiknas) formulates education purpose and function which must be used in developing education in Indonesia. Third clause of UU Sisdiknas states "The function of national education is to develop and form dignified civilization and character in order to educate life of the nation, which aimed on the development of learners' potential to be an individual who believe in god, noble, healthy, educated, capable, creative, independent, responsible, and democratic." The purpose of national education is a formulation related to Indonesian' quality which must be developed every education unit.

Therefore, nation' culture and character which are stated in K-13, give a meaning to form resilience which is integrated in the formulation of national education purposes as the universal basic of education development. In order to form that capacity, it is expected to the individual, group, or community to be able to prevent, minimize, or counter the destructing effect when they experience adversities. Resilience is also defined by Wolin and Wolin (in Bautista, Roldan &Bascal, 2001), as individuals coping ability when being faced to the life challenge or to keep their wellness and to do self-repair. According to Al Siebert (in Adjie, 2008), in general, resilience means an individuals' ability to rise from the adversity during their growth.

Resilience Integration in Character Building

In order to be able to actualize all characteristics contained in the purpose of national education, the followings are the characteristic values which cover: spiritual values, culture values, society values such as help each other and teamwork in organizing events.

Those values are actualized in curriculum conceptually and specifically as it is stated by Oliva (1997), curriculum is the plan and process of education which developed by curriculum developers as the answer of the challenge of community, society, and all mankind they serve on. While specifically, curriculum is a set of plans and rules about purpose, content, lesson material, and methods used as reference to conduct teaching and learning activities in order to achieve specific education purpose.

To implement what had been figured in Kurikulum Tingkat Satuan Pendidikan (KTSP), the character values are figured in Standar Kompetensi Lulusan (SKL) in each lesson as it

is contained in SKL for senior high school curriculum.

Table. 1 Substance of character contained in SKL SMAP/MA/SMALB/Paket C

No	SKL Formulation	Character values
1	Behaving in accordance with the religion believed and adolescence development.	Honest, Responsible
2	Developing themselves optimally by utilize the self-excellence and improve the imperfection.	Responsible
3	Showing self-confidence and responsible of their own behavior and action	Care
4	Respecting the religions,nations, races, tribes, and social groups in global scope	Smart, Creative
5	Building and implementing knowledge logically, critically, creatively, and innovatively.	Smart, Care
6	Communicating in oral and written form effectively and politely	Honest

The purposes of K-13

The purposes of K-13 are to prepare Indonesian' life skill to be a faithful, productive, creative, innovative, and affective citizen and also able to contribute to the society, nation, and world civilization.

Philosophical Background of K-13

Learners' quality is determined by the philosophical background of the curriculum, K13 is developed by the philosophical background as follows:

a. *Nation' cultures as the root of education to build the nation today and in the future*. Based on this view, K-13 is developed based on various culture of Indonesia, and directed to build the present, and build better foundation for the future' life.

b. *Learners are the creative heirs of nation' culture*. According to this philosophy, country' achievements in the past must be included in the content, so the learners can learn from those achievements. Education process is a process which gives the learners opportunities to develop their potential in order to be able to think rationally. Then take the wisdom of every experience they see, listen, read, or learn.

c. *Education is aimed to develop intellectual intelligence and academic brilliance through the disciplines*. This philosophy determines that the contents of the curriculum are the disciplines, and vice versa (essentialism)

d. Education is used to build today and the future' life through various intellectual, communication, and social abilities, then participate in building better civilization. (*experimentalism and social reconstructivism*).

Theoretical Background

K-13 is developed based on *standard-based education* and *competency-based curriculum* theories. National *standard-based education* as the minimum quality of the citizen is specified in standard content, standard process, standard graduate competency, standard educator, standard facilities and infrastructures, standard management, standard financing, and standard education evaluation. *Competency-based curriculum* is designed to give learning experiences to the learners in developing their abilities to behave, think, and act.

In general, resilience means an ability of individuals to rise from adversities during their development. Resilient individuals are able to regulate their emotions. They quickly omit their unhealthy feelings, and then it helps them to be stronger individuals.

K-13 is developed by philosophical background that gives a foundation to develop all learners' potentials, so they can be a quality Indonesian as it is stated in the purposes of national education. It means, through K-13, character building and resilience forming for the learners can be done through learning activities in school.

Preparing the learners for the future always becomes the concern of the curriculum; it means that the curriculum is education design to prepare the future of the nation. Therefore, the main role of a curriculum is prepare the nation' young generation. In order to play that role, K-13 develops learning experiences which give a wide opportunity to the learners to master the needed competency while they develop their abilities as the heirs of nation' culture and as an individuals who concern with today' problems of the society and nation.

Based on the definition which determined by the culture' lens and maturity level of learners' psychological, in addition to the development of rational thinking ability, K-13 puts culture to be learnt to create a pride which then be applied and manifested in the learners' personal life and in their social interaction within society.

K-13 follows: (1) *taught curriculum* in the form of developed processes of learning activities in the school, class, and society; and (2) Direct learning experience of the learners (learned curriculum) based on the background, characteristic, and basic ability of the learners. Direct learning experiences become the result of the learners' learning activity, which are being the result of the curriculum, as it figured in chart below.
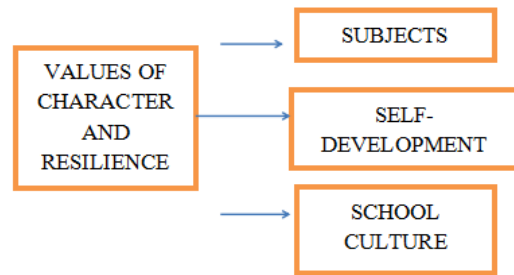
Figure.1 This chart shows the development of characters' value and resilience.

Process of Integrative Character Building in forming learners' resilient personality in school effectively

The implementation of Character values and Resilience in the courses

The implementation of character values and resilience can be implied in competency design which is developed in Basic competency to attain the Core Competency. The design of Basic Competency is developed by noticing the learners' characteristic, basic ability, and the characteristic of a course/ subject. Basic Competency is divided into four groups as follows:

a. Group 1: Group of basic competency of spiritual attitude, defines KI-1

b. Group 2: Group of basic competency of social attitude, defines KI-2;

c. Group 3: Group of basic competency of knowledge, defines KI-3;

d. Group 4: Group of basic competency of skills, defines KI-4.

In the explanation above, KI-1, KI-2, KI-3 and KI-4 become the references for all subjects. The forming of character values and resilience can be developed and be formulated in KI-1 and KI-2 (Spiritual competency and Social attitude). This can be done by considering: a) there is similarity in forming spiritual attitudes which is, to live and practicing the religion believed by the learners. In Islam or other religions, they are taught to be honest, positive thinking, optimist, resilient, and uneasily dispirited individuals. b) In the social attitude competency KI-2; they are taught to be able to live and practice the attitude of honesty, discipline, responsibility, politeness, responsive and proactive when looking for solution of their various problems. They are also taught to be able to actively interact with the society, social environment, and the nature. Moreover, they are taught to be able to put themselves as the reflection of their nation in the world society.

In order to realize the social attitudes which have been mentioned, competent personality which has a capacity to protect himself from various negative effects is needed. It is also needed to be able to think positively and optimist as it is figured

in the aspects of resilience. According to Reivich dan Shatte (2002), the aspects of resilience are as follow:

a. *Emotion Regulation*, it is an ability to keep calm under pressured condition.
b. *Impulse Control*, it is an ability to control internal desires.
c. *Optimism*, it is an eagerness to overcome the adversities, and keep strive for better condition.
d. *Causal analysis*, it refers to the ability of individuals to identify accurately the cause of problems being faced.
e. *Empathy*, it is an ability of individuals to read other people emotional and psychological sign through non verbal language such as face expression, intonation, and body languages.
f. *Self-efficacy*, it is an ability to solve the problems being faced and gain success.
g. *Reaching Out*, it means positively behave after the adversities come.

The forming of character values and resilience in the self-development

The school counselors are working hard to find a right solution in facing and solving the students' problem through improving students' academic resilience. Liquanti (1992:2) stated that specifically, resilience is an ability of individuals which they do not give up when facing the pressures and changes in their environments. Several studies found that individuals with low resilience level are sensitive to the risk of adversities (Masten in Davis, 2009:1).

Guidance and counseling as integral part of education process in school is responsible to support the improvement of students' resilience. In relation with it, school counselors have ethic responsibilities to facilitate students' personal, social, and academic development to the highest level through excellent and accurate counseling process (ASCA, 2004; dalam Castro, Johnson, & Smith, 2010).

In order to be able to give the expected services, counselors not only need to have professionalism, but also have adequate ability and insight about counseling theories and approaches. Effective counseling approaches will be very helpful in assisting the students solving their academic and non-academic problems. One of them is counseling intervention which aimed to improve students' resilience.

The researchers view resilience as a dynamic process instead of a character. This means that resilience is individuals' capacity which is gained through learning processes and experiences from the environments. Resilience is a learnable and developable ability for each individual. In order to be able to support and assist individual in maintaining their resilience, motivational, facilitative and conducive school environment is needed. School is very crucial environment to develop students capacity to overcome the adversity, adapt with pressure, deal with problems, develop various social, academic, and vocational competency to gain a better life (Henderson and Millstein in Desmita, 2006:210)

In relation with central role of school in assisting the development of students resilience, Henderson and Millstein state*: 'the evidence that school as organizations and education in general can be powerful resiliency builders abounds next to families, school are the most likely place for student to experience the condition that foster resiliency. Though school have the power of resiliency building more can be done to ensure that it happens for all student.'*

Therefore, school is the second environment after family which possible to assist the students develop their resilience. As an organization and education institution, school can be a big force for students' resilience development. As well as family and society, school can also create environment and condition which is helpful on the development of students' protective factors. Building students' resilience needs collaboration from all resilient teachers, officers, headmasters and school members

The forming of Character values and Resilience in the school culture

The school culture is an academic culture that is created for a supportive condition which is able to support the learning process. The school culture is dominant values that are supported by all school components, including education stakeholders. The school culture refers to a system of value, belief, and norms which is accepted together, then is implemented with full awareness as natural behavior. It is formed by the environment that creates an equal understanding among the school components.

a. The Advantage of School culture Development

There are several advantages of the efforts in developing school culture, as follow: (1) Ensure a better work quality; (2) Expose all communication from various level, both horizontal or vertical; (3) More transparent and open; (4) Creates equality and high sense of belonging; (4) Improve solidarity and kinship; (5) Able to correct mistakes quickly when it is found; and (6) Able to adapt well with the development of science and technology. Besides, there are also the advantages for individuals or groups, such as: (1) Improve work satisfaction ;(2) Closer intercommunication; (3) Improved discipline; (4) Lighter functional control; (5)

Eagerness to be always proactive is appeared; (6) Always learn and; (7) Always try to give the best for school, family, others, and themselves.

The development of school culture should be based on the principle of honesty and empathy. Honesty is the basic value in the school environment, either be honest to themselves, or be honest to others. Honesty is not only limited to the correctness when doing a task, but also covers the best way to form an objective personality. Without honesty, the trust will never be gained. Because of that, the culture of honesty should be always maintained. Honest in doing evaluation, managing the finances, and be honest in using times also consistent to the task and responsible are the strong personalities in creating good school culture.

Empathy is an ability to feel what others' feeling without get involved in that feeling. It should be owned by all school personnel so they can understand the cause of the others' problem when having an interaction. With empathy, school personnel can develop better school culture since they can understanding each other.

In order to form resilience in character building, the headmaster, teachers, and the school counselors work together to implement it in every learning process by concern on the development of the learners. This can make the expected behavior changes significantly occur.

There are several factors of the development of resilience, social support, community support, and personal support. Cultures and communities where someone lives in can affect his/ her resilience (Holaday and Mc Phearson, 1997). According to Grotberg (1995), there are three abilities that form resilience. The term 'I have' is used for external support and its sources. While for individuals' strength, the term 'I am' is used. Then, the term 'I can' is used for interpersonal ability.

1. *External Support (I Have)*

The *I Have* factor is external supports and sources in enhancing resilience. Before a teenager realize who he is (*I am)* or realize what he can do (I can), he needs external supports and sources to develop his feeling of safety in placing foundation to develop his/ her resilience. What so called as sources are as follow:

1. *Trusting Relationship*

All children do not only need unconditional affections from their parents and *primary care givers*, but also emotional supports from their other surrounding adults.

2. *Role Models*

Teachers, parents, and adults behave in the way that the children are expected to do so.

They show the children how to do something, such as dressing or asking information. They are being the morality models and able to introduce the children to the religion' rules.

3. Autonomy Encouragement

In order to help the children to be an autonomous individuals, their parents must encourage them doing something without anyone' assistance. Parents had to praise their children when they show autonomous initiative. The adults should be able to adapt their temperament with the children' so it will encourage them to be autonomous.

4. Accesses on health, education, prosperity, and security

The children, individually or as a family member, can rely on consistent service to suffice the needs their family cannot do such as hospital and doctor, school and teacher, social service, and so on. Grotberg (1995) in his study found that children could improve their resilience since the age of nine. The children relied on adults' assistance to show that they could be trusted, be a role model, be able to maintain good relationship with the groups, and able to control their behavior by their own.

2. *Individuals' internal strength (I Am)*

The *I Am* factor is a strength which comes from the inside of individuals. This factor covers feeling, behavior, and faith within themselves. The followings are some part of the *I am* factor;

a. Feeling of being loved and interesting behavior

The children realize that other people love them. They will be nice to the people who love them. Someone can control their behavior when dealing with different response while interact with others.

b. Love, Empathy, and Care with others

The children express their love to others through various ways. They care about what happen to others and express their care through action and words. The children do not feel comfort for others' adversity and they want to make it stopped, or even share it.

1. Self-pride

The children know that they are important individuals and proud about whom they are and what they can do to achieve their purpose. They will not let others underestimate them. When the individuals have a life problems, self esteem make them able to withstand and overcome those problems.

2. Autonomous and Responsibility

The children can do something by themselves and accept the consequence for their behavior. They feel that they are able to be autonomous and responsible about their behavior. They understand about their control limit for any activity and also understand when others take the responsibility

3. Hope and Faith

The children belief that there is a hope and there are trusted people and institution. They have feeling of right or wrong, they believe that the right will always win and they want to take a role for it. They have confidence and faith in goodness. They are also able to state this as a belief in God, or higher spiritual creature.

3. *Interpersonal Ability (I Can)*

The "*I can*" factor is individuals' ability in expressing their feeling and thought when communicate with other people, solving problems of various life setting (academic, work, personal, and social) and controlling behavior, also finding assistance when it is needed. There are some aspects that affect the *I can* factor, as follow;

a. Communicate. The children are able to express their thought and feeling to others. They are also able to listen what others are saying and feeling

b. Problem Solving. The children are able to judge a problem, the cause of the problem and able to find how to solve it. They can discuss the solution with others in order to find the expected solution accurately. They are able to withstand the problem until it is solved..

c. Regulate various feelings and desires. The children are able to recognize their feelings, name the emotion, and express it through words and action which are not break others' feeling or their own. They are also able to regulate their desire to hitting, running, breaking stuff, or others negative behavior.

d. Measure self and others' temperament. Individuals are able to understand their own temperament (how to behave, how to stimulate, how to take risks or idle, how to reflect and how to be careful) and others' temperament. This helps the individuals to know how long it is needed to communicate. It also helps the individual to know how fast it is needed to react, and how to be success in every situation.

e. Find trusted relationship. The children are able to find someone (e.g parents, siblings or friends) to ask for an assistance, share the feeling and attention in order to find the best way to solve personal and interpersonal problems.

These three factors (*I can, I have, I am*) can be trained and developed through learning process as meaningful character building which is based on spiritual and social values.

CONCLUSION

The followings are the conclusion of this article: (a) Resilience is an important ability that is needed by every individual. It is because the adversities always come in every human life. The adversity makes the individuals learn how to solve the adversity and learn from it, even make changes; (b) National education is aimed to develop learners' ability and form their character in order to educate nation' life, and it is aimed to develop learners' potential so they are able be faithful, healthy, educated, creative, autonomous, democratic, and responsible citizen. Character building which contains spiritual, culture, and society' habits values are conducted in order to actualize all characters of national education purposes; (c) School is the second environment next to the family that which is most possible to assist the learners develop their resilience. As an organization, school can be a powerful resilience builder through its learning activities and courses. As well as family and society, school is also able to create condition and environment that able to assist learners' protective factors. Building students' resilience needs collaboration from all school components.

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A MOTIVATION TRAINING TO ENHANCE SELF-CONFIDANCE

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ABSTRACT

This project is designed to raise up motivation for young learners from various background. Thus, this motivation training is designed by two methods, those are video logs and discussion. The video log talks about a young elephant who is triying to survive during dry and humid season, while the discussion tries to interpret a meaning behind the sentences. Thus, the result is seen by the response from the students, spread up from age 4-12 years old. It looks motivated and entustism by response and active in group discussion. In conclution, this strategy are able to be used in formal schools.

Keywords: motivation training, video logs, group discussion

There are some reasons why young learners' especially at age 4-12 need a motivation training. The first reason, those young learners need a lot of motivation to raise up their trust for their life. On the other perspective, those young learners need to be motivated since they have to deal with real life, which given more challange. It means that young learners have to be motivated to raise up their self-confidence. Tizt & Karbach (2014:853) state that there is a relation among motivation and memory functions.

In motivational perspective, a young learner is needed a lot of ideas to raise up their knowledge. A young learners are ought to need a motivation training to enhance their self-confidence since four reasons. Tizt and Karbach state that (2014:855), it needs a training to enhance motivation and raise up a memory function.

Baeten and Struyven (2013: 485) state there is an improvement after motivation training. They need motivation to do problem solving on their real life for helping themselves. Meanwhile in those perspectives, a young learners have to deal with those who has given more help to solve this problem. Yang and Wu (2012: 344) state the motivation leaders are improved to raise up motivation.

This idea will give to the topic that motivation has to be given since the young learners have to deal with certain condition such as statements which "could be" interpreted as a bullying. On the other words, the young learners may face certain condition such as "miss-interpretation statements," false logic statement, and other interpretation which could give the students "sense to be bullied".

The need motivation to deal with cultural behaviors, which may face on their live. It could give more sense that young learners deal with it. On the other hand, the ideas of motivation training come from other perspective like raising up trustworthy against society and their friends.

Cerasoli, et all (2014: 141) state there is a learning outcome after students motivated.

Meanwhile those interpretation seems try to give more perspective that building trust to themselves takes important positive on their live. It means that there is nothing to do with it. On the other perspective, motivation also comes to enhance their ideas to act and behave by following norms and rules. Cheng and Lam (2013:137) state learning outcome is needed to be improved by themsleves.

METHODS

There are two methods to collect the data. The data collects in two periods. He first period is while the researcher gives motivation throught storytelling about an orphant elephenat which would like to find food and water. The second is seen after the process when the fun games.

The first, the researcher do a field observation. While the motivators do the storytelling, students response are being observed. The young learners have to observed in fact they still listen the story and see the video. In fact, the young learners have to be ellaborate by see the subjects response.

The second, the researcher see the response of young learners. It could be seen on their response after the story telling and video podcast ended. The discussion occurs by giving them analogy. In this section, the researcher are helped by discuss the results with young the local tutors.

RESULTS AND DISCUSION
Raising up Motivation by Video Logs

Yang and Wu (2012: 340) state that a motivation is needed to improve students creativity. In making motivation, young leaners have to deal with video logs. The video logs seem to raise up the motivation. It has been clearly stated that giving video seems to make an analogy. It means that the motivation have to do with it, the analogy showed by the story of orphan elephant. There are four

moral values to do with orphan elephant. Pullka and Niemevirta (2013:28) state there is a relation among motivation and students achievment. Thus, Yang & Wu (2012: 342) state that video logs are important to raise up their motivation, 1) trust to themselves, 2) rely on reality, 3) trust themselves, 4) believe that "there is a will, there is a way."

On the other hand, the young learners have to deal with those "four" moral values. It means that by giving themselves point. There are much things to deal with the young learners, by giving pictures to give concrete imagination.

Giving Motivation by Disscussion

In facts, it also given by discussion. The discussions are focusing on giving values to the students. Kolb (1965: 783) state that it needs a speacial occasion to enhance students motivation. Those values that are going to be discussed are: honesty, self discipline, good manner, sociable.

Khojamli, Habibi, Hossein, Kazemiyan (2014: 70) state the students characteristics are needed to design. On the other context, Davidson, et all (2012: 150) state there is a significancy in improving learning motivation. On the other hand, the moral values that are discussed focus on build up the character. By build up the character, the young learners will have values, at the end they will have norms and value to act in social and daily life.

CONCLUTION

As time goes by, they need motivation to act in their daily life; it means that students need a motivation to enhance their trust on their social life. It gives them on how to act and behave like others. Yang and Wu (2012: 345) state discussion is given to take improvement motivation. Unlike the trustworthy, students need many variations to do with it such as working on their daily life. The students need motivation to enhance their trust to themselves. It could give more perspective that young learners need a motivation training to raise up their self-confidence. Thus, by raising up their motivation, young learners will have trust, for their social life in daily life and schools life. Komarraju & Nadler (2013: 68) state that there is possitive feedback among students who are motivated in learning.

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IMPROVING THE LOWER ACHIEVERS' WRITING ABILITY THROUGH WHATSAPPP MESSENGER GROUP

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ABSTRACT

The lower achievers' problems in writing are mainly on their lack of vocabulary and their lack of capability in operating the English grammar. The ideas were truncated due to the limited vocabulary and the incapability of applying the correct grammar (Wigati, 2014). Therefore, this research was conducted to investigate the use of paragraph writing in WhatsAppp Messenger group to improve the lower levels' writing ability. The study was conducted at 3rd semester of English Education Program in one of universities in West Java, Indonesia. The study employed a qualitative research approach by embracing characteristics of a case study design. The data were gathered from several techniques, including WhatsAppp Messenger transcriptions, writing assignments results, and interviews. The findings revealed that despite some limitations, the teaching program was successful to improve the lower levels' writing ability. It is finally suggested that the teachers can use WhatsAppp Messenger Group to solve students' problems in writing.

Keywords: whatsappp messenger, lower achiever, writing ability

The students' problems and the unsatisfactory writing products indicate that writing skill is a complicated skill to acquire. Besides, Brown (2001:334) mentions that writing skill is a trained behavior that is obtained only if one is taught. It is also exposed that writing is not an effortless acquired skill especially for individuals who make use of English as a foreign language (Weigle, 2009: 35 in Wigati,2014). As a result, teachers should be aware that second-language writers often face difficulties. This awareness means that teachers should see the students' writing difficulties as evidence of a struggle to control the conventions of a new target community (Hyland, 2009in Wigati,2014).

Thus, teachers must find effective ways of learning. An exciting media will always make a learning process more fun. In this study, the researcher used WhatsApp Messenger Group in an attempt to overcome the problems of the lower achievers in writing.

Here are the steps of the learning process with WhatsApp messenger. a) Selecting participants (election refers to the diagnostic tests and writing portfolio); b) Forming the group; c) Feeding Questions related to the 5 elements of writing: content, organization, grammar, vocabulary, and mechanics; d) Answering questions by students using some features provided by WhatsApp

The use of English in the discussion is not mandatory because the target is that the students are able to deliver feedback and correction. This learning process also can be done anytime and anywhere without face to face meeting.

METHOD

This qualitative study investigated the use of WhatsApp messenger group in helping to promote lower level students' writing skill. It embraces the characteristic of a case study design since it was carried out in a small scale (Fraenkel & Wallen, 1996).

The research subjects of this study were 10 third semester students of English Education Program in one of state universities in West Java. The data were collected in two months by using WhatsApp chats transcriptions, students' writing portfolio, and interviews. Then, the data were interpreted and displayed.

RESULTS AND DISCUSSION
Results
The Preliminary Phase of the teaching program

At the beginning of the learning process, the teacher has given a diagnostic test to all of the students. The diagnostic test data then became the first reference to choose the participants. The teacher also used students' writing portfolio for the second reference to choose the participants.

After that, the teacher created a WhatsApp group. The teacher then explained that she wanted to solve the students' problems in writing faced by the participants, however, the participants must contribute actively in answering the questions from the teacher. The participants did not need to be afraid to answer the questions incorrectly because their answers will not be marked.

The teaching program by using WhatsApp Messenger Group

The teacher described and modelled an exposition essay by sending a screenshot. The teacher broke down the text into issue and

arguments. The students should define the position, preview, point, and the elaboration of the text. Then the teacher provided feedback. Here the students learnt about the generic structure of the text.

Based on the previous researches, it was mentioned that lower achiever students usually had grammatical problems. Therefore, the teacher came to a decision to give highlight on the students' problem in grammar. Lecturer warned that exposition essay uses present tense. The students then learnt about present tense first. Afterwards, the teacher wrote some paragraphs. The students then gave a correction to the grammatical errors occurred in the text. They copied paste the text then made some corrections on the errors.

To teach about cohesive and coherence, the teacher wrote a short exposition text. It should not in the form of a picture or screenshot since the students will be difficult to make a correction. The teacher, then asked the students to check the continuity of position, previews, point, and elaboration. They could also add some transition signals to keep the text coherence.

For the mechanic's element, the teacher wrote a short text then asked the students to give punctuations.

Discussion

After given the treatment by using WhatsApp messenger media mentioned above, there were some improvements. The lower achiever students' writing skill were improve. They could operate English grammar properly, they also could apply the generic structure well. Their portfolio texts in the class were more cohesive and coherence.

From the results of the students' interview, it was found that they gave positive responses towards the teaching process since it had helped them step by step. By using WhatsApp, they also could learn outside the class. This application could be used anytime and everywhere. Moreover, they did not need to be ashamed from others' negative evaluations in the real class. They also could learn much from others' WhatsApp group members' feedbacks.

CONCLUSIONS

This study found that despite some limitations, the teaching program was successful to improve the lower level students' ability in writing an exposition essay.

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IMPROVING STUDENTS' ENGLISH ACHIEVEMENT USING TREFFINGER MODEL IN TEACHING ENGLISH

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ABSTRACT

In English teaching and learning process, we need the appropriate and effective method to attract the students in integrated learning. Creative problem solving is one of method which can be used in integrated learning especially in teaching writing and speaking. Creative problem solving has been suggested as a suitable learning method to define and create solution of certain problems in term of teaching and learning. Creative problem solving has several stages, such as approaching a problem or a challenge, redefining the problems and opportunities, creating new or innovative responses and solutions, and taking action. Treffinger model is the upgraded-version of creative problem solving which is suitable to use in senior high school as learning methods to sharpen students' knowledge in getting solution from certain problems. This research aimed to find out the effectiveness of Treffinger model in improving students' English achievement in English learning and teaching especially in speaking and writing. This research used experimental design which determined the class into control class and experimental class. The population of the research was eleventh grade students. The sample was twenty five students which was chosen by using purposive sampling. The data was collected by essay test and presentation test to identify the students' writing achievement. The researchers used t-test formula as technique of data analysis with level of significance 5%. The result of this study showed that Treffinger model is effective to teach English and improve students' achievement. The result of posttest is higher than the result of pretest. It can be concluded that Treffinger is effective to improve students' English achievements especially in speaking and writing.

Keywords: students' english achievement, treffinger model, english teaching

English is international language which has spoken as communication tool of many sectors such as education, technology, diplomacy, economic, industry, etc. English is learnt by almost all of schools all over the world, from formal schools up to non-formal ones. The objective of English teaching and learning is to enable students doing English communication both in written and spoken forms. However, students' interest in English learning is quite low. This problem affects students' achievement in their schools.

The focus of English teaching and learning is to develop students' four skills; speaking, reading, listening and writing. However, understanding those four skills in English teaching and learning is rather difficult for students. Teacher needs attractive teaching methods to create the interests of students in English learning. Cooperative learning is one of method of learning that can be used to teach students using four language skills.

Cooperative learning is a teaching strategy where the students are divided into small teams, each teams consist of students from different levels of ability and they are responsible not only for learning what is taught, but also for helping teammates learning. Most cooperative learning lessons can be characterized by the following features: students work cooperatively in teams to master academic materials; teams are made up of high, average, and low achievers; whenever possible, teams include a racial, cultural, and sexual mix of students; and rewards systems are group oriented rather than individually oriented (Arends, 1997: 111).

Treffinger is one of cooperative learning model that has concept of creative problem solving which is good to build students' interests in English learning. According to Lestari and Yudhanegara (2015: 64), Treffinger is a learning model which emphasizes on students' creativities in solving certain cases or problems based divergent and convergent thinking. Meanwhile, Munandar (2002) explained that Treffinger model is one of the few models that deal about creativity directly and give practical advice on how to achieve integration. By involving cognitive and affective skills at every level of this model, Treffinger shows the mutual relationships and dependencies toward creative learning. According to Treffinger et. al (2010) in www.cpsb.com website, Treffinger model known as creative problem solving model is a model to help people solve problems and manage change creatively and helps translating goals and dreams into reality. Treffinger explains creative problem solving models into three stages, understanding the challenge, generating idea, and preparing action.

Treffinger (1994) in Miftahul Huda (2014: 319) states that the Creative Problem Solving learning model Treffinger consists of three major components, they are: Component I - Understanding Challenges, that are 1) construct opportunities: Teacher informs competency to be achieved in learning. 2) Exploring Data: teacher demonstrates or presents a natural phenomenon that can

attract the curiosity of students. 3) Framing problems: teacher gives students the opportunity to identify problems.

Component II - Generating Ideas; Teacher raises the idea of giving time and opportunity to students to express ideas and also tutors students to decide alternative solutions to be tested

Component III - Preparing for action , thats are 1) Developing solutions: teacher encourages students to collect appropriate information, carry out experiments to get an explanation and problem solving. 2) Building acceptance: teacher checks the exact solution obtained by the students and provides new problems but more complex for students to implement a solution that has been obtained.

Benefits of applying CPST according Miftahul Huda (2013: 320) are as follows: 1) Make the students more active in learning and have confidence to speak their ideas. 2) Develop students' thinking skills because it presented a problem in the early learning and provide flexibility to students to find their own solutions. Students are given discretion in determining alternative solutions. 3) Make students apply the knowledge they already have into new situation. It will increase harmony and tolerance attitude because in selecting the most appropriate solution in solving the problem, it needs acceptance attitude from all students.

A previous research from Sari and Putra (2015) conducted the effect of Treffinger model towards critical thinking and creativity of student of Kanjuruhan Univerisity. They explained by using t-test and quasi experimental research, they find out that Treffinger influenced critical thinking and and creativity of students. The other research from Alhaddad et. al studied enchancement of students' communication skills by using treffinger models. Their research aimed to investigate, compare and describe the achievement and enhancement of students' mathematical communication skills (MCS). They explained based on categories of prior mathematical knowledge (PMK), the achievement and enhancement of mathematical communication skills (MCS) using Treffinger model is higher than those learning with conventional learning.

This research entitled "Improving Students' English Achievement using Treffinger Model in Teaching English" aimed to find out the effectiveness of Treffinger model in improving students' English achievement in teaching English. The writer focused on writing and speaking skills in conducting the research. This research used Creative Problem Solving Treffinger (CPST) theory as teaching model in analyzing the research.

METHOD

This study mainly seeks to establish the empirical data on the relationship of Treffinger model toward students' English achievement for the eleventh grade students. This research used quasi experimental research design. According to Creswell (2013), the quasi experimental research is the research which used natural group (like class, organization, family) and not randomly assignment. This research used Non Equivalent Control Group Design which classified the member of the experimental and control group randomly. The effect of treatment can be analyzed by using t-test where the experimental group is the students' who are taught by using Treffinger model and control group is students who are taught by conventional model. This research is used by researcher with purpose to find the effectiveness of treffinger model towards students' English achievement.

According Sugiyono (2013), population was all numbers of the research subject. From that statement, the researcher concluded that the population is the entire subject in which the researcher can gain the data. This research took the eleventh grade students in academic year 2015/2016 as population. The total number of population was about 25 students taken from 2 classes of eleventh grade students.

Sample is parts of population. The sample is smaller than the total population. To get sample, the researcher must use sampling technique. The researcher used non probability sampling because this sampling technique is not giving same opportunity to all populations to be sample. Sugiyono (2013) stated that non probability sampling are systematic sampling, purposive sampling, snowball sampling, etc. The researcher used purposive sampling. Purposive sampling is sampling technique based on researcher' subjective assesment in certain characteristic of sample which was believed has relationship with characteristic of population which known before (Dessy, 2012). The researcher used purposive sampling because the researcher didn't take sample from population individually but took one class as one group. While, the sample taken individually affected the class.

Through that technique, the researcher determined the sample is 20 students from two class where 10 students of class B as control group and 10 students of class A as experimental group.

This study used test and observation to collect the data. The test is the students' pretest and posttest. In this research, the research conducted writing test used essay test and speaking test used presentation. The observation is the students' activity in learning process.

This research used t-test to analyze data. According Widyaningrum (2009), the step of t-test is: (1) Determine the range of the students' English achievement who are taught by treffinger (x) and students' English achievement who are taught by conventional (y). It used the formula of Mean and the formula of range. There are: (a) The mean formula of variable X and Y $M\chi = M' + i$ $My = M' + I$; (b) The standard deviation of formula variable X and Y:

SDx = i   SDy = I; (c) The standard error mean formula of variable X and Y: SE mx = SE my =

(2) Determine the range of standard error from differentiate mean between the students' English achievement who are taught by treffinger and not. 3) Determine value to 4) After that, we can interpret the value with db = N^1+N^2-2. Consulted that range using table "t".

In significance 5%, if to < tt so Ho is accepted Ha is rejected. If to > tt so Ho is rejected Ha is accepted. But in this research, researcher used SPSS to find t-test.

FINDING AND DISCUSSION

The result of this research is to find the effectiveness of Treffinger model toward student English achievement in teaching English. The researcher used t test to find the students English achievement by using SPSS. There are the result of the data by SPSS.

From the data we know that df is 18, to is 3.036 and t table in level of significance 5% is 2.8784. So, it means that to 3.036 > tt 2.8784.

Based on this result, the researcher interpreted that Alternative Hypothesis (Ha) is accepted. It means that students' English achievement who are taught by Treffinger is better than students' English achievement who are not taught by Treffinger. In other word, treffinger is effective to improve the students' English achievement.

CONCLUSION

As it has been explained in the previous chapters, it is concluded that either: (1) in overall the students' English achievement who were taught by using Treffinger model were higher than those students who were taught by using conventional model. (2) The students' English achievement increased after using Treffinger model in teaching English. To prove that assumption and to get the empirical evidence whether or not there is a significant relationship between students' English achievement and using Treffinger model, the writer conducted the research focused on the topic.

From the research finding and interpretation, it was found that using of Treffinger model affected the students' English achievement. The finding showed that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It meant that there was a difference between the students' English achievement who were taught by using Treffinger model and the students' English achievement who were taught by conventional model.

Based on the finding, it can be concluded that learning Treffinger model can be applied by teacher as an alternative model of learning in order to improve the students' English achievement in English teaching. For further research; it is advisable to examine other subjects and abilities, both cognitive and affective abilities. This is possible because one of the advantages Treffinger model, which integrate cognitive and affective dimension in its development.

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THE ROLE OF STUDENT DIAGNOSTIC ASSESSMENT TO ENHANCE STUDENTS' ENGAGEMENT IN CLT

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ABSTRACT

Teaching and learning are complex process. Therefore, teachers need to work on particular methods to be implemented in learning activities to achieve the learning goals. In this case, CLT also has its goal to facilitate its learners to excel in communication skills. English as the worldwide communication language has created an enormous demand for quality in teaching. Indonesia is one of the countries that make English compulsory subject at school. Accordingly, teachers are supposed to be able to prepare students to achieve fluency and accuracy. In fact, Indonesian students are not accustomed to speaking English in daily conversation. It becomes a problem that a teacher has to deal with since the students do not actively participate in classroom activity conducted in English. The fact that student's engagement in classroom activity is significantly needed to achieve the goals of communicative language teaching, the researchers aims to propose a solution for teachers. It is student diagnostic assessment. This assessment is meant for teachers in diagnosing each of their students' characteristics so that they can give appropriate treatments to their students to encourage them to actively participate in classroom activity. The researchers employ mixed method, both quantitative and qualitative, to see teachers' perception toward the proposed solution. Questionnaire and FGD are conducted to collect data. Meanwhile, the respondents involved in the study are school and university teachers in Yogyakarta. The research finds that the respondents agree that student diagnostic assessment needs to be carried out. This is because they have already experienced it and got advantages from it to optimize their students' engagement. In brief, teachers need to be equipped with basic ability to diagnose their students' characteristics. Otherwise, schools can provide other tools of diagnosis assessment such as Psych test.

Keywords: CLT, student diagnostic assessment, students' engagement

Setiyadi (2006) defines communicative language teaching (CLT) as an approach that is regarded to make the communicative competence the goal of language teaching and develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication. Accordingly, the language learners are supposed to be able to use language in communication (Efrizal, 2012; Richards, 2005; Setiyadi, 2006; Wardaugh, 1997). The language teaching itself is contextualized by presenting language items in situational settings. In other words, whatever the contextualization the teacher provides will facilitate the language learners to learn the communicative function of the language. In order to achieve the communicative competence, CLT is often strongly associated with a number of particular classroom activities that do not make the language learners fall asleep during learning language (Efrizal, 2012; Setiyadi 2006) such as problem-solving and pair work. Therefore, it requires its learners' engagement in dealing with the classroom activities because one learner is supposed to be able to interact with other learners.

Brown (2004:5) discusses that teaching sets up the practice game of language learning: the opportunities for learners to listen, think, take risks, set goals, and process feedback from the teacher and then recycle through the skills that they are trying to master. Therefore, accordingly, he defines that in ideal classroom; teacher should indeed observe students and make various evaluation of each learner. Furthermore, all these observations feed into the way teacher provides instruction to each student. In line with the CLT concept in which students are required to actively participate in the classroom instruction, teacher's ability to use the assessment as a diagnosis on students' behavior or characters is highly needed. By doing so, teacher can expect that students will enjoy the learning and learn better due to the material and activities adjusted to students' state. In order to enhance the students' engagement to achieve the learning goals of CLT, this paper aims to discuss the role of students' diagnostic assessment.

DISCUSSION

Richards and Rodgers (1989:71) formulate four basic assumptions about language in CLT. The first assumption is that language is used as a system for the expression meaning, the functions of which is a vehicle people use to say things to each other and express their communication needs (Wardhaugh, 1997:7). The second assumption is

that language is used primarily for interaction and communication to convey meaning. Afterwards, the third assumption more emphasizes that learning language is not merely for interaction and communication since the language learners also deal with language structure to reflect its functional and communicative uses (Richards & Rodgers, 1989:71). Furthermore, the fourth, which is the last assumption clarifies that learning the primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse (Richards & Rodgers, 1989:71). For instance, by knowing the categories of functional and communicative meaning of language, language learners can adjust the language level they want to use when they talk to kids or adults.

The four assumptions having been mentioned before clearly emphasize that the use of language according to CLT is meant for practical reason. It is communication. The assumptions, therefore, require the language teachers to deal with the classroom activities in which its learners can interact and communicate using language.

As one of the approaches in teaching, CLT also has its own basic assumption about language teaching. Allwright, as quoted by Setiyadi (2006, p. 150) states that communication practice is believed to develop linguistic skills. Thus, the role of teacher is likely to be teaching communication via language, not teaching language via communication. In other words, activities conducted in the classroom will automatically influence the language learners to develop their linguistic skills since it involves real communication to promote learning. The language learners will learn the target language and use the language to carry out meaningful tasks optimally when they communicate in the language.

English is one of compulsory subjects taught at most of the schools since it is a global language spoken in the worldwide communication. Therefore, learning English is significant so its learners at least can deal with global issues through communication. The thing is that when English is taught at school, its students do not really perform their engagements to the classroom activities. This is because the teacher does not provide appropriate classroom activities that can encourage the students' engagement.

Savignon, as quoted by Nunan (1999) argues that the development of communication skills built on a model of communicative

competence. Communicative competence itself is related to the ability to function in a truly communicative setting – that is, in a dynamic enhance in which linguistics competence must adjust itself to the total informational input, both linguistic and paralinguistic (Nunan, 1999). In the process of enhancing speaking skill, the language learners often find some difficulties that finally make them reluctant to speak up in English.

Nunan (1999) mentions five principal factors accounting for the reluctance of students to speak up in class. The factors are students' perceived low proficiency in English, students' fear of mistakes and derision: Students' were afraid of making fools of themselves in front their peers, teachers' intolerance of silence, uneven allocation of turns, and incomprehensible input.

To practice speaking in English, language learners need to boost their speaking confidence by developing their learning strategies to practice speaking in English. It is because the more learning strategies language learners develop the greater confidence they will gain (Nunan, 1999). Otherwise, if the students are not confident enough to speak up, they will not achieve significant progress to improve their speaking ability.

When somebody feels unconfident to speak up in front of people, he seems to get a terrible feeling of fear or nervousness (Matthews, 1994). This is a common thing that language learners particularly face when they practice speaking in English. Hence, building speaking confidence is needed to improve speaking ability through practice since confidence is learned through process (Goel, 2012).

As Miyata points out (2001), an individual's confidence can be seen from several things. They are stance, facial expression, and gesture. Those three aspects cannot be separated because they do support each other. Therefore, the teacher is supposed to be able to identify whether the language learners have already performed the four things as mentioned before. In this case, the teacher needs to conduct a student diagnostic assessment, the data of which is taken from the students' English competency and behavior in the classroom.

Stance deals with an individual's attitude delivering his speech. The ways the speaker conveys a positive or negative attitude toward the audience will ultimately affect how the audience accept and respond him (Miyata, 2001). A speaker, for instance, is delivering a speech by standing in a strong position. It is a position of power, as long as the audience is seated paying attention to him. This kind of position enables the speaker to move about, perhaps closer to the audience at times for participation. Basically, stance has its benefits to develop confidence, audience management skills, observation skills, and awareness of body

messages. In a conclusion, having an appropriate stance does help the speaker get the expected response from the audience. The more attention the audience gives the more confident and controlled the speaker will appear (Miyata, 2001).

The second aspect is facial expressions. Facial expressions let the face do the talking. It means that certain facial expression does support a speaker to convey the meaning of what he is talking about (Krauss et al., 1993; Miyata, 2001). For example, somebody will show an excited look when he tells good news. Otherwise, he looks sad if he tells a dramatic event, for example. Therefore, the more expressive a speaker is the more accurate the meaning he delivers will be (Miyata, 2001; Wesson & Paulford, 2009).

Gesture deals with hands movement. In this case, gesture lets the hand do the talking (Krauss et al., 1993; Miyata, 2001). Its benefit is to develop awareness of communication through body language, body control, and ability to manage an audience (Miyata, 2001). It is because the body language conveys messages, even though the speaker says nothing at all. Besides, by doing certain gestures, a speaker will automatically look confident (Miyata, 2001). A speaker looks more relax when he delivers his speech as well as doing certain appropriate body movements.

In fact, CLT students are required to achieve the learning goals, including in English language learning since by knowing the goal, the techniques and procedures can directly be arranged to achieve it (Paulston & Bruder, 1976; Nation & Newton, 2009). Therefore, in order to know the appropriates techniques and procedures, the writers propose an assessment named students diagnostic assessment to employ in class so that teachers can create conducive classroom atmosphere for the students to get involved in. In this case, the writers conducted research, the instruments of which were questionnaire and Focus Group Discussion (FGD). The questionnaire employed here is close-ended-item questionnaire that provides limited choices to answer and uses simple, clear, and unambiguous language (Leedy & Ormrod, 2005). There were 10 respondents in the questionnaire section while there were 5 respondents in the FGD. In this stage, the writers recorded the respondents' perspectives on the significance of student diagnostic assessment in CLT by giving the 10 questions in the questionnaire and 7 questions in the FGD. The questions are clarified on table 1 on page five.

To collect data, researcher asked some teachers to fill in the questionnaire prepared. There are two different diagnostic assessment domains that are asked in the questionnaire: English competency, and behavior. For each domain, five questions are asked. The first question for both domains asks whether the teachers use CLT as their teaching approach. This question is aimed to confirm that the teachers as respondent are relevant to the study. It is found that all the respondents use CLT in their teaching, which means the respondents are all relevant to this study.

Table 1. Research Instruments (Questionnaire and FGD)

English Competency	Yes/No	Behaviour	Yes/No
Do you use CLT (Communicative Language Teaching) in your class?		Do you use CLT (Communicative Language Teaching) in your class?	
Do you assess your students' English competency at the very first meeting?		Do you pay attention to your students' behavior in class at the very first meeting?	
Do you use any particular tools in doing the English competency assessment?		Do you use any particular tools in doing the behavior assessment?	
Do you find that assessing your students' English competency at the very first meeting helps you to achieve your teaching goal?		Do you find that assessing your students' behavior at the very first meeting helps you to achieve your teaching goal?	
Do you project that to your students' future engagement in your class?		Do you project that to your students' future engagement in your class?	
Focus Group Discussion: Why do you use CLT in class? How do you define student's engagement in class? Does it have something to do with student's behavior? Do you agree that knowing students' personality at the first meeting important? In what way does your assessment at the very first meeting help you to improve your students' engagement in class? How do you assess your students at the first meeting? What method or instrument do you use? Have you ever found that your assessment was wrong and resulted in inappropriate teaching? Do you think you can assess your students' behavior more accurately if you are told how to do it by professionals or reviewed references?			

The second question for both domains asks if respondent does the students English competency and behavior diagnostic assessment at the first meeting. Besides confirming respondents' relevancy to the study, this question is aimed to find how the respondents see the importance of student diagnostic assessment. For this question,

90% of the respondents answer "yes" for English competency diagnostic assessment. It shows that until this layer, the respondents are relevant to the study conducted, except one, and implies that the particular respondent does not see English competency diagnostic assessment important. For the students' behavior diagnostic assessment, all the respondents elicit that they do that. It implies that the respondents see a diagnostic assessment generally important, and that all the respondents are relevant for the study.

The third question asks further about the way respondents conduct the diagnostic assessment. The third question asks if there is any particular instrument or tool that the respondents use to assess. From the filled in questionnaire, it is found that in the column of English competency assessment, 6 respondents out of 9 who conduct English competency diagnostic assessment are equipped with particular tool/instrument in doing the assessment, while the rest is less equipped. The number shows exactly that those who do not use any tool in assessing are minor. Reflecting to their teaching experience and the essence of being English teacher, the writers believe that they must have certain justifiable consideration in not using any instrument and tool in conducting diagnostic test. Referring to the students' behavior diagnostic assessment, the finding tells different thing. It is found that 60% of the respondents do not use any instrument in conducting so. It says that the majority is clueless about the manual and instrument to do so since assessing behavior is not the expertise of English teacher that is not even habituated to any psychological assessment practices.

The fourth question asks if the assessment helps them in achieving the teaching goal. This question is aimed to confirm if the assessment conducted is significant to enhance the teaching and learning process in class. All the respondents who conduct the diagnostic assessment for both domains express that they are helped by the assessment they carry out. This implies that on daily basis, based on the practitioners being involved in this study, diagnostic assessment both for the English competency and behavior plays a positive role for the teaching.

The last question asks if they use their assessment result at the first meeting as the reference to students' future engagement in class. This question is asked to figure out the big picture of the significance and validity of the assessment done by the particular respondents. The data says 6:3 use the English competency diagnosis assessment as their reference to predict students' future engagement in classroom. On the other hand, an interesting phenomenon comes from the students' behavior diagnostic assessment domain. Nine respondents say "yes" to the question and one says "no". Assuming that they use very minimum instrument in assessing, the validity of the assessment result may be questioned. Yet, the last question's answers show how the respondents, regardless their process in assessing, are confident with the assessment result that they project it to students' future engagement in class. Although, there is one respondent who does not use any tool in assessing and that particular respondent at once does not use the assessment as a future engagement projection. Regarding how they see this assessment as important and helpful component of their teaching, if the validity is not proven, that it may affect their classroom in potential error. Thus, this particular question becomes the general basis of the focus group discussion.

After getting the big picture of teachers' perspective of the role of students' diagnostic assessment through the questionnaire, the writers conduct focus group discussion to dig out further information and more comprehensive data. As written in the table earlier, there are seven questions being asked. In this data collecting, the writers involve 5 respondents, the intended respondents, by considering the result from the questionnaire. Those invited to the FGD are the most relevant respondents to the study who conduct the behavior diagnostic assessment and represent various phenomena in the answers.

The first question discusses the basis of using CLT in the class. The discussion goes very dynamic that the respondents come up with various point of view and interest. There are several important points noted by the writers. There is a belief that the teaching needs synergy between the students and teacher that can be built by having mutual objective in conducting activities, and building intense teacher-student interaction and communication. The other belief supporting the previous one is that language is a set of skill needs to be used not only known. Therefore, the respondents justify that CLT is appropriate because students need to be familiarized with and habituated to the use of English. The most effective way they can use so far to achieve that goal is by getting the students actively involved and participates in classroom activities. One other benefit mentioned by one of the respondents in using CLT is that when students use the language in classroom, this circumstance enables teachers to elicit students' authentic English competence. It helps the teachers to do adjustment in arranging material and activities appropriate for students.

The second discussion is on the respondents' perception of students' engagement definition, and criteria. The discussion defines that students' engagement can be performed in many kinds of response. Active response such as answering questions, asking for questions, and taking part in classroom activities can be categorized as engagement. Regardless how passive the following activities are, but the respondents believe that engagement does not always have to be spoken things. Making eye-contact to teacher, nodding, or even just being on task are also categorized as engagement. Briefly, engagement can be both the positive and negative response. The respondents also add that the response is not exclusively to the teacher. Yet, responding to the peers such as cooperating to accomplish group work, or helping peers to finish a task is also an engagement. Connecting this perception to students' basic behavior or personality, following is the discussion. Some students with basic quiet personality are usually assumed bad in engaging class activity, but the respondents agree that teachers can still engage them, but the engagement may not be optimum or not as good as students with interactive basic personality. Those quiet students may not actively participate in the classroom activities, but as long as they are on task, the respondents agree that it is still engagement basically justifiable. A respondent comes up with a common case of students being very passive and quiet in English class. The particular respondent has done further survey about the student by asking the peers about his behavior on daily basis in other class. The peers elicit that this particular student is very active, cooperative, and talkative in other classes and to the peers in casual context. Presumably, the discussion goes to a consideration that this case may be affected by other factors such as language anxiety and confidence. The discussion concludes that engagement depends on students' personality and behavior. Different students may engage in different way and gives different type of classroom participation.

The next two questions discuss how assessing students' behavior at the first meeting help teachers in planning instructional design as well as in enhancing students' engagement. All the respondents agree that conducting the diagnostic assessment is very helpful. By knowing the students' behavior, teachers can plan some reactions or response to the students' attitude in class. In planning instructional design, teacher can play tricks to get the students participate in the classroom by adjusting activities that may be interesting for the students. Giving kinesthetic game may work very well for the class with active and easily-get-bored students, yet this may not work for other class. The respondents also admit that it is a long process of trial and error. After observing students' behavior, teacher draws a tentative conclusion then plans an instructional design appropriate for that typical students, but then it is failed. In this time, teacher needs to modify or try to do further, more comprehensive observation.

When the writers ask how they assess students behavior at the first meeting if they do not use any specific tool or instrument, the answers refer to "teacher's common sense". They use their common sense equipped with their experience to observe students' facial expression, body language, sayings, frequency of response, and eye-contact to elicit students' characteristics. Usually, some students who avoid eye-contact are shy and quiet students. That is the example of the tentative conclusion teacher draws after the first meeting. Further, they usually draw tentative conclusion based on that observation on who is the leader of the class, the clown, the trouble maker, or the dominator. Interestingly, there is a respondent who has particular method to elicit students' characteristics. In the introduction session, she asks the students to symbolize themselves and explain how they are similar to the symbol. For example, a student uses rose to symbolize herself and explain that she is beautiful but dangerous. By doing so, teacher can draw a conclusion that this particular student has good confidence and is extrovert. Although the method is very interesting, but the tentative conclusion drawn is still on teacher's common sense basis.

In the sixth question discussion, the respondents admit that very often, they are mistaken in assessing. They find that their assessment over the first meeting's observation is wrong or inaccurate. For example, some students who look very quiet and shy at the first meeting is then performing totally different behavior at the next meetings. Even there is a respondent explaining a case that she has two different classes with the same characteristics, mostly active. She applied karaoke quiz for one class and it worked very well as a lead in. The same activity turned out to be very different in the other class although the characteristics of students, she thinks, is the same. Karaoke quiz does not work for that class, but simple games like BINGO, guessing, and miming do. She realized that she actually missed to consider students other background. She admits that she should have considered the students other classes that they usually only listen to lecture, ask for question and answer, take notes, and do assignments. This shows that experienced teachers

even cannot always assess students' characteristics validly due to several factors.

Following up the previous question, the discussion goes to teachers' perspective on improving teachers' skill in assessing students' behavior. The respondents believe that regarding the errors and inaccuracy of assessing that be the barrier in achieving the goal CLT, they can assess better if they are told by a professional using a specific study to do it. The examples that respondents promote are drawing and graphoanalysis. Teachers may ask students to draw an object, and teachers can analyze the drawing using the skill and theory promoted earlier by the professional. Besides that, teacher can ask students to write a short writing, and then teacher analyzes the handwriting using the skill and theory. Some respondents inform that they were previously taught in the teachers training faculty the types of learner, and they agree that this is a very helpful and valuable knowledge. The problem comes up, when they know that they have to adjust their teaching to the way learners learn, but they are not well-equipped on how to assess the students learning style. They think that after they are told about the types of learner, they should be able to assess students to categorize them then adjust the teaching. The discussion also admits that there may be a problem with time. They should allocate special time to do it. Understanding the problem, the discussion promotes a psychological test or TPA (*Tes Potensi Akademik*), a test to measure students' potential in learning. Some education institutions have conducted that test but not as a reference for teaching, but mostly for the requirement and consideration for accepting students. The respondents believe that they should have given the test result as a reference for teaching.

As one of the English skills, speaking skill takes an important role for its language learners to achieve language competence. Moreover, speaking skills deal with a way to communicate our ideas and messages orally (Efrizal, 2012; Sarkis, 2012). In other words, speaking skills are related to the way people communicate certain thoughts and feelings with spoken language.

Nation and Newton (2009) divide speaking into two types. The first one is informal speaking. Brown as quoted by Nation and Newton (2009) points out informal speaking typically involves tasks where conveying information is not as important as maintaining friendly relationships. It more focuses on interactional speaking. Otherwise, formal speaking requires the language learners to use language under difficult and demanding circumstances that will potentially stretch the boundaries of skill development.

CONCLUSSION

CLT is popular among English teachers. The discussion of this study has drawn to a thought that students' engagement is significantly important to the classroom conduct. Without students' engagement, students are not exposed to the use of the English as a communicative language. Students' engagement is seen as an attitude that affected by students' property such as behavior, personality, characters, and background. Under this perspective, teachers are required to do a diagnostic assessment to those students' property to be able to get the students engaged to or participate in classroom activity.

By common sense and experience, teachers have been indirectly conducting that assessment in the first meetings. Due to the non-standardized procedure and no scientific exposure to teachers about that study, some errors and invalidity occur. Respondents even mention it as a trial and error. The perception in this study shows that teachers will be able to conduct the assessment more accurately and efficiently if they are trained and told how to do it. The suggestion proposed through this study is that in teachers training faculty, it is important to train and inform the teacher candidates the procedure and instrument to do the students' behavior diagnostic assessment. For further researchers, this study may be used as a reference to conduct deeper analysis on the potential practical procedure and instrument teachers may use.

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AN ANALYSIS OF THE CHARACTER BUILDING VALUES ON THE RON CLARK STORY MOVIE SCRIPT VIEWED FROM INDONESIAN NATIONAL CHARACTER AND CULTURAL EDUCATION

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ABSTRACT

This study was aimed to describe the character building values on The Ron Clark Story movie script viewed from Indonesian National Character and Cultural Education. The writer used a qualitative research to find out the valid data. The technique of collecting data that was applied by the writer was observation method. The data which had been collected were analyzed by using the values of Indonesian National Character and Cultural Education. After investigating the data, the writer found some values of character building. There were sixteen values of character building that found in the movie The Ron Clark Story. Those were twenty three items; one item as religious value, one item as honest value, one item as tolerant value, two items as discipline value, one item as hard-working value, two items as creative value, one item as independent value, one item as curious value, two items as patriotic value, three items as a value of appreciating the achievements, one item as inclusive/communicative value, one item as peace-loving value, one item as studious value, two items as environmental care value, two items as social care value, one item as responsible value. The most values of character building in The Ron Clark Story movie was a value of appreciating the achievements. Therefore, by watching the movie both teacher and students not only get an entertainment but also get the good messages or character building values which can be applied in the teaching and learning process primarily. Moreover, they can learn to practice their speaking competence by using the movie in English class.

Keywords: character building values, The Ron Clark Story movie script, Indonesian national character and cultural education.

Literature is the art of written works by using beautiful language. Literature often attempts to convey something important about real life, because the literature as the expression of individual person in the form of experience, thoughts, feelings, ideas, and enthusiasm.

Mustofa (2014: 1) states, some people divine literature as the expression of thoughts and ideas in a language. Literary works like poems, short stories, novels, plays or dramas, and movies are very interesting to read and watch. People are not only getting pleasures from them, but also get something to learn about life. All the forms of literature above, movie is one very popular form.

According to Arsyad (1997: 48), movie can present information, explain the process, explain complex concepts, teach skills, abbreviate or extend the time and affect attitude. But, the movie also has negative impact. Many children watch negative movie such as horror, romance, and conflict. After they watched the negative movies, they would have an aggressive behavior such as fighting, doing sexual action, drinking alcohol, etc.

According to Bushman & Huesmann (2001), "The children most at risk of forming aggressive behavior when they become young adults are those who watch a steady amount of television violence, perceive it as realistic, and identify with the aggressor. So, as the teachers we should choose a good movie for our students to learn good character values in which presented in the movie.

Therefore, the writer has chosen an educational movie The Ron Clark Story that describes educational character building values. The movie talks the real life of a teacher, named Ron Clark.

By taking the character values from movie The Ron Clark Story, it is hoped both of the teacher and students or readers get more insights in solving their problems primarily in education. Derived from the illustration, the writer is interested to conduct a research entitled An Analysis of the Character Building Values on The Ron Clark Story Movie Script Viewed from Indonesian National Character and Cultural Education.

Character building is the way to build mental and ethical traits marking a person or personality. Character or personality of someone is based on formation from the society. The best way to shape personality is an education by inserting educational personality in the teaching and learning process. The government has the commitment for shaping character of Indonesian student as follows: character and culture is a part of national education, developing comprehensively character and culture as a cultural process, revitalization of national character (Mustofa, 2014: 56).

Based on Pengembangan Pendidikan Budaya dan Karakter Bangsa (2010, 25-30), there are eighteen values of character building. *Religious.* It means that the act or attitude, and utterance must be connected with his/her belief/religion. For example, the teacher asks the students to pray before starting and ending the class. *Honest.* It means that the act of someone's based on the effort to make him/her-self can be trusted in utterance and action by someone else. For example, the teacher asks the students not cheating during the test, and always speak the truth, etc. *Tolerant.* It means that respecting someone else in many aspects or giving the same treatment without distinguish religion, physical appearances, behaviour, opinion, culture, and tribes. For example, although the teacher

and students or among students have different culture, language, religion, or color of skins in the class. But, they must be tolerant in many aspects.

Discipline. It means that the act that shows controlled or ordered behaviour and obedient to the rules. For example, the teacher always comes to school on time, the teacher asks the students to respect and follow the rules at school, and the teacher gives the students punishment if they break the rules. *Hard-working.* It means, the act that shows the real or best effort to finish the duty as well. For example, the teacher always shows to his/her students that he/she is a hard-worker and always asks the students to be hard-workers in doing anything especially in preparing the final exam.

Creative. It means that people think and do something logically to produce the newest result or way. For example, the teacher always try to be creative in creating situation inside or outside the classroom. *Independent.* It means that people do the duties by themselves without depends on somebody else. For example, the teacher always asks the students to do their duties or their final exam independenty or not cheating.

Democratic. It means that the way to think, to act based on the same right and duties between him or her with someone else. For example, every student has the same right and duty to be a captain in the class even they are a girl or a boy. And then, they choose the captain of the class by using democratic system for election. *Curious.* It means that people always try to find out something whatever they learn, see and hear deeply and widely. For example, the teacher tries to give teaching method which can grow the students' curiosity on something to learn. *Nationalistic.* It means that the way of thinking and acting that gives a priority to the importance of nation above the importance of individual or group. For example, the teacher ask the students to join organization, PRAMUKA, and ceremony every Monday.

Patriotic. It means that the way of thinking, acting, or proud of language, environment, social, culture, economic, politic and country. For example, the teacher asks the students to consume local products than foreign products, using national language in their communication, showing the picture of president and the viece of president in the class and the world map, and display the flag. *Appreciating the Achievements.* It means the act or attitude that encourage him or her-self to produce something useful to society, and gives respect and confession to the other's success or achievement. For example, the teacher motivates students to get the best score in final exam, or the teacher gives a respect for the students' creativity result.

Inclusive/Communicative. It shows enthusiastic or happiness when he or she talks, interacts, and works together with someone else. For example, the teacher always listens the students' complaint and then he gives solution, or in communicating the teacher is not keeping distance between both of them. *Peace-Loving.* It means that our act, utterance, and attitude that cause someone else feel comfortable and safe for our presence. For example, the teacher asks the students to evoid any violence such as fighting, bullying, or he creates the peaceful classroom atmosphere during teaching and learning process, etc.

Studious. It shows an act and attitude to motivate him or her-self , or his/her own students like to read any kinds of book in order to get much information and to improve their knowledge. For example, the teacher advices the students to read many types of book, and also advices them to go to the library, or the teaching and learning that motivate the students using references. *Environmental Care.* It shows an act and attitude which endeavor to prevent the damage of the environment and endeavor to repair it. For example, the teacher asks the students to clean the class, or provides rubbish box in the school.

Social Care. It means that an attitude and act which always wants to give contributions to someone else and the society that needs help. For example, the teacher asks students to give empathy to their classmate, or to do social action such as making an annual program to collect some money or some cloths, and then give to the victim of disaster, or helping his/her friends who need help. *Responsible.* It means that act and attitude of someone to do his/her duties that he/she should do for him/her-self, society, environment (nature, social, and culture), nation and God. For example, the teacher asks the students to do their homework,be responsible for their homework.

To know the description of the character building values on movie, it is proved by the provious studies which written by Desia (2014: 52), as a student of STAIN Salatiga, stated in her research undertitle An Descriptive Analysis of Character Building Values Seen in I AM SAM Script. The researcher was try to find out the kinds of character building values on movie I AM SAM and how does the movie influence both the teacher and students to learn or be having good and politely in the teaching process. The result research showed that there were eight character building values in the movie; such as two items as a honesty value, two items as a bravery value, one item as a peace ability value, two items as a self-reliance value, one item as a self-descipline value, two items as a loyalty value, one item as a respect to others value, five items as a love and affection value. And also the movie gives influence for them; when they are talking to other they use polite utterances. The students and teacher could practice the good values in their school, the students like greeting and shake hands to the teacher, and the teacher gives a reward to the students, like give smile as expressed and seen in the movie. A teacher with character demonstrates that integrity is a pressed possession. Teacher with character serves as role models for telling the truth, respecting others, politely, accepting and fulfilling responsibilities, playing fair, earning and returning of the roles. Teacher with character teach their students that individuals make morally principled decisions through the moral reasoning process.

The result of the research convinced the researcher to conduct a research dealing with the analysis of the character building values on a movie. The objective of this research is to describe the character building values on The Ron Clark Story Movie Script viewed from Indonesian National Character and Cultural Education.

METHOD

The general methodological approach of this study is a narrative analysis in which the researcher analysed the story chronologically and examined data to answer the research problem. According to Heigham & Croker (2009: 46), At the heart of narrative inquiry is a story or a collection of stories .... A story can be research when it is interpreted in view of the literature of a field, and this process yields implications for practice, future research or theory building.

The researcher used a descriptive qualitative research design. The researcher attempts to describes the

process and gets deep understanding from the words, phrases, and sentences or script from the movie. According to Bogdan & Biklen (2007:5), Qualitative research is descriptive. The data collected take the form of words or pictures rather than numbers. The written results of the research contain quotations from the data to illustrate and substantiate the presentation. The data include interview transcripts, field notes, photographs, videotapes, personal document, memos, and other official records.

Using the script of The Ron Clark Story Movie as the primary data source, and using some theories derived from a library book to describe and analyse The Ron Clarck Story movie script.

In this research, the researcher used an observation to collect the data. The obtained data was classified to find out words, phrases, and sentences in the movie script which indicate the character building values. According to Patton (2002: 4), fieldwork descriptions of activities, behaviors, actions, conversations, interpersonal interactions, organizational or community processes, or any other aspect of observable human experience. Data consist of field notes: rich, detailed descriptions, including the context within which the observations were made.

Some steps of the observation to collect the data towards movie script, they are (a) selecting the movie carefully; (b) watching the movie; (c) reading the script until you understand the chronology of story in the movie; (d) try to find out the theories which support this study.

In this research, the researcher has to prove whether his analysis could answer the problem statement or not. In other word, it will influence the validity of the result of study. According to LeCompte & Schensul, 1999), Analysis involves working with the data, organizing them, breaking them into manageable units, coding them, synthesizing them, and searching for patterns.

In analysing the data, the researcher applied these following steps: (a) watching and learning whole the movie supported by reading all the movie scripts; (b) classifying character building values; (c) codification; (d) describing the data; (e) making conclusion based on the data analysis.

FINDINGS AND DISCUSSION

Based on the objective of the research, here the researcher described the character building values on The Ron Clark Story Movie Script viewed from Indonesian National Character and Cultural Education.

Religious. The data shows that Mr. Ron Clark asked the students to take a reast after they had studied hard, and he tried to be believed and prayed for his students good luck in order that they can pass the state exams. *Honest.* The data tells that Mr. Ron Clark asked to Badriyah whether Julio was doing, she said honestly without afraid that Julio took a bet on Mr. Ron Clark when he was gonna leave their school. Because at the time, the students did not like Mr. Ron Clark, they wanted Mr. Ron Clark as soon as quit from Inner Harlem Elementary School.

Tolerant. In the data, Mr. Ron Clark gave attention to his student who came from India, he knew that it was hard for Badriyah to understand the questions in the state exam because she had a different language and culture,

but he believed on Badriyah could finish the state exam perfectly. *Discipline.* The data shows that Mr. Ron Clark was a discipline teacher, he reminded his students to make line to go to the lunch room, but they complained they did not want to make line. He asked his students to respect and follow the rule number 3, if they broke the rule, they did not get the lunch. The data shows that Mr. Ron Clark was an explicit teacher, he asked to Shameika who cutted in line until she admitted that she had cutted in line, if Shameika did not admit her mistake, all students did not have lunch.

Hard-Working. In the data, Mr. Ron Clark showed to his students that he did not only asked his students to be hard-workers in doing anything especially in preparing the state exam. But, he showed that he was a hard teacher to finish the duty as well before the state exam would be begun. He wanted to change his students to be smart students, he must worked hard to do it. *Creative.* From the data above, the teacher tried to avoid the students' fighting when they wanted to go to the lunch room, he created the condition as well by putting their gums in the jar, so all students might not eat before they put their gums in the jar. On the dialogue, we know that the students complained because the teacher would teach them a grammar. But, he tried to create an effective teaching and learning situation or an innovative teaching technique by drinking all chocolate milk in the table after every 15 seconds. Afterwards, the teacher gave students a question about grammar, one of them had answered it, then they saw him puke in the class, they were laughted. From this, they began to learn and love Mr. Ron Clark.

Independent. Based on the data above, Mr. Turner gave students suggestions before the final test or state exam began. To keep good situation, he provided them an additional pencil just raising their hand, it will be provided, then he asked them not to talk as long as the test, because it would disturb the others. All students did the state exam quietly and independently. *Curious .* The data shows that since Mr. Ron Clark got here, the students had not listened to him once. Then he tried to showed them all chocolate milk in the table, the students did not understand whether he provided in the table, they saw him like crazy man. Then he gave them a choice, to be strangers or a family, if they wanted to be a family, he asked them to make a deal to listen and learn together in the class.

Patriotic. From the data above, the teacher asked the students to know America history began from the revolutionary war industrialism, the civil war, and the civil rights movement. And then, he asked them to learn all 42 presidents of the united states in order. It showed that they learn to be proud of their own country. The data showed that Mr. Ron Clark had taught the students the history of USA as a tribute to the leaders of the USA which had fought the revolutionary war so that they could be free. He gave them a song of USA history in order that they will be easy to remember names of presidents, what and when happened.

Appreciating the Achievements. The data shows that an appreciation had been given by a teacher to Mr. Ron Clark, because his fifth grade students always got number one in the test for the fourth year in a row. She had given him a surprise by writing his name Ron Clark 1994. It was done to remember that there was a successful teacher in teaching, and educating his students at 1994. Based on the data, Mr. Ron Clark gave the students candy because they had got A scores about game of USA history. It was an appreciation which had been given by a teacher to his students in order that they had enthusiasm in preparing her/him-self for following the state exam.

Inclusive/Communicative. From the data above, the teacher was always ready to listen the students' complaint, it was proved that he had given the students his phone number. The students can call him if they had any troubles, need any advices, or any questions about their homework. *Peace-Loving.* The data shows that Tayshawn fought with Julio in the class, then the teacher came and asked them to not fight each other. But, Tayshawn was so angry and out of the class, the teacher chased and asked him to came inside the classroom. So, the teacher's attitude showed a peace-loving. *Studious.* The data shows that Mr. Ron Clark's teaching had motivated his student, Badriyah. It was proved since Mr. Ron Clark came and taught the students in the school. Badriyah like to read some books in order to get much information and to improve her knowledge.

Environmental Care. From the data shows that Mr. Ron Clark had an environmental care value. He had cleaned and managed the class orderly after his students damage the property of the class, but Mr. Turner was still shock when he saw the class changed than before. He did not like Mr. Ron Clark's way. He wanted the class like before. *Social Care.* Based on the data, when Mr. Ron Clark saw the students who had problems with learning, discipline, and social skills, he had a challenge to teach the class. But, Principal Turner did not permit him because last year 6 teachers stop teaching in the class. Mr. Ron Clark tried to force himself to teach the class, he wanted to show to Principal Turner, their parents, and themselves that he could make them to pass the state exam on may. Based on the data, Mr. Ron Clark did not see Tayshawn in the phantom of the opera, he asked their parents to keep their children, he looked for Tayshawn, he came inside to the house's Tayshawn, but he just saw the drawing in the wall, he knew that Tayshawn had done that. He went out of the house. Then he found Tayshawn in the trash can. After that, Mr. Ron Clark brough and asked him to stay in Principal Mr. Turner's house.

Responsible. The data shows that Mr. Ron Clark was a responsible teacher, his duty as a teacher was to teach, educate, and guide his students. It was done by Mr. Ron Clark, because Tayshawn got B score for his task, then he asked Tayshawn to correct his wrong answers.

So, based on the data analysis the researcher had found that there were sixteen values of character building in the movie The Ron Clark Story. Such as; a religious value, a honest value, a tolerant value, a discipline value, a hard-working value, a creative value, an independent value, a curious value, a patriotic value, a value of appreciating the achievements, an inclusive/communicative value, a peace-loving value, a studious value, an environmental care value, a social care value, and a responsible value.

CONCLUSION AND SUGGESTION
Conclusion

Referring to the findings and discussion, it can be concluded that the researcher has found some character building values in the movie. There are sixteen values of character building that found in the movie The Ron Clark Story. Those are twenty three items; one item as religious value, one item as honest value, one item as tolerant value, two items as discipline value, one item as hard-working value, two items as creative value, one item as independent value, one item as curious value, two items as patriotic value, three items as a value of appreciating the

achievements, one item as inclusive/communicative value, one item as peace-loving value, one item as studious value, two items as environmental care value, two items as social care value, one item as responsible value. The most values of character building in The Ron Clark Story movie was a value of appreciating the achievements.

The movie is one of the best films. It is highly recommended to inspire not only teachers or educators but also ordinary people who have the great goal of dream. The movie also has provided them the character building values which can be a learning principle for the teachers who have some problems of classroom atmosphere and students' achievement. Therefore, by watching the movie both teacher and students not only get an entertainment but also get the good messages or character building values which can be applied in the teaching and learning process primarily. Moreover, they can learn to practice their speaking competence by using the movie in English class.

Suggestion

The first, watching a movie can entertain and also show us some messages or character building values that are very important to be applied in our daily life. Here, we should be a good audience. The second, the character building values in the movie can be taught to the children from beginning, not only taught in a family, but also in a school and society. The last, as we know that Indonesia has many problems in criminality such as racism, ethnic war, corruption, rape, etc. So, by teaching the character building values for young generation is hoped to be able to solve the problems above.

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THE ANALYSIS OF ELEMENTARY SCHOOL STUDENTS' THINKING PROCESS IN COMPREHENDING MATH COUNTING OPERATION APPLICATION BY PROVIDING SCAFFOLDING

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ABSTRACT

The researchcarried out when seeing the fourth grade elementary school students' unique results answer of mathematic counting operation application topic.Those answers described their capabilities of mathematic counting operation is still low. The purpose of the research is to achieve the students' thinking process description, the difficulties, and scaffolding given.This is descriptive qualitative research.The data obtained from the tasks given to the students to recognize the students' thinking process before getting scaffolding. Six students were chosen with different mathematiccapabilities; high, middle and low. The chosen students' experienced clinic interview and scaffolding to have their thinking process. The analysis data shows that the thinking process classified into two categories, instrumental thinking process and relational instrumental thinking process. The students got many difficulties in converting the problems into mathematicsentences, and doing counting operation (subtraction, multiplication and division). The difficulties can be maintained by scaffolding. With the research findings,the researchers suggests the teacher to use scaffoldings technique in learning process by noticing the students' comprehension on mathematic counting operation concepts.

Keywords: thinking process, mathematic counting operation, scaffolding giving.

Counting operation is one of the topics studied to simplify and to solve daily life problems. Mathematic counting process consists of addition, subtraction, multiplication and division. It can be seen in 2013 curriculum syllabus at 4.1 basic competency of elementary school grade three,"Solving the problem that has relation with addition, subtraction, multiplication,division, complete number, time, length and weight, check the correctness and state its mathematic sentence and expressing by theirown sentence".

The students get the difficulties in applicating counting operation to solve the problems in daily life so far. Sidik, (2014) states "Generally, the students have difficulties in step of comprehending questions.The students have low comprehension concept, so the students do the mistakes in converting the questions to the mathematic model."The difficulties is not caused by the lack of students capabilities in counting, but it is because the students can't comprehend the problems. Comprehendingmathematic concept is one of the purposes of mathematic learning.Depdiknas (2006) stated one of the purposes of mathematic learning is to comprehend mathematic concept, explain the relationship between concept and applicate concept or alghorithm accurately,effectifely and efficient in problems solving. In fact, the students get difficulties in understanding mathematic concept when they are learning.

In teaching learning process, the difficulties often found when the students acquires the concept. It describes that the students are doing thinking process. They try to integrate new information into their cognitive level. Marpaung (1986) stated "Thinking process is a process that begins from external information findings, cultivating, saving and usethe information back in the future."

The students' thinking process will relate or structurize well based on the students' former cognitive level. The students' former knowledge is not all same, so the difficulties faced will be different. One topic case will be a problem for one student in one condition, but it is may be not for different occasion, Sidik (2014). Basen on the fact above, the teachers are required to know every different students' difficulties. If the teachers has no attention, the problems will be later big obstacles for the students' intelectual development.

In fact, the teachers are not aware that the diffculties are caused of lack attention, comprehension and teachers' role in teaching and learning process. Moreover, the help or intervention of the teachers do not focussed on the core of students' difficulties. Sometimes, the teachers assist the students when they have mastered the materials, in consequences it disturbs the students themselves. In contradictory, when the students need help, the teachers ignore them. One of the theories that explain the difficulties of the students and the

concepts help giving is Vygotsky construvistm theory.

Vygotsky (in Sidik, 2014) stated social interaction is main factor in supporting someone's cognitive development. One will solve the problems that has higher difficulties after he gets help from someone who has more competent. Vygotsky mentioned that this help is dynamic assistance or scaffolding. Scaffolding giving by the teacher is always done by the teacher in the class but it is not well planned. In consequences, the teacher does not get students' thinking process model when scaffolding done. Students' thinking process description must be more noticed and it can be used as one model to prepare learning plan and process of learning in the future. Based on the facts above, the researchers is interested in getting the description of students' thinking process, the difficulties and given scaffolding to the elementary school students in understanding Mathematic counting operation application.

METHOD

The research describes the students' thinking process level in solving mathematic problem with scaffolding giving.the students thinking process observed with noticing the students' answer result in solving the faced problem. When the students find the difficulties in solving the problem, the teacher proposes questions and statement to give assistance (scaffolding) to the students. So the students can solve the problems. This action is one effort to know the students' thinking process in understanding counting operation application used scaffolding.

This activity will reveal the basic problems experienced by the students when they answer mathematic problems. The next, the teacher observes students' thinking process steps and the assistance needed by the students to solve mathematic problem. The obtained data in this research is verbal data, so it can be grouped into qualitative-descriptive-explorative research.

To know the students thinking process before scaffolding, the researchers gives paper tasks. The tasks used in this research arranged to know the students' class IV thinking process in SDN Nagarasari 1 Kota Tasikmalayain solving the simple problems that has relation with mathematic counting operation application. The basic problem is the students' difficulties in comprehending essay story questionsinto mathematic sentences and the difficulties to finish subtraction, multiplication and division.

FINDINGS AND DISCUSSION
Thinking Process In Comprehending Mathematic Counting Operation Application

In detail, the students' thinking process in comprehending Mathematic counting operation application occurred in this research can be classified as follows:

Instrumental thinking process

Instrumental thinking process is indicated by the irrelevant students' answer with the questions meaning. The students are not careful in answering and only noticing the numbers available on the questions. This process occurred in S6 when doing Q3.

Relational instrumental thinking process

Relational instrumental thinking process can be seen when the students who try to get the meaning of the questions uses his thinking logic and then theycontinue the counting using algorithmic. The process can be divided into several categories:

Strong relational, strong instrumental

The process can be seen when the students' answer is relevant with the questions meaning. This category occurred in S1, S2, S3, and S4 when doing Q1.

Strong relational, weak instrumental

The process can be detected when the students' answer is relevant with the questions meaning, but the still do the mistakes in counting operation process. They master conceptually, but they technically do the mistakes in the process of counting.This category occurred in S5 and S6when they do Q1, next S1, S2, S4 and S5 when doing Q2.

Weak relational, strong instrumental

The process can be detected when the students' answer is not relevant with the questions meaning, but the students can do counting operation well. They do not achieve the good scores. The students do the mistakes in making mathematic model from the questions, but the students can do the counting operation with the mathematic model made by them. They are still weak conceptually, but they are good technically. This category occurredin S3 when doing Q2, next S1, S2, S3, S4 and S5when doing Q3.

Weak relational, weak instrumental

The process can be detected when the students' answer is not relevant with the questions meaning and error in calculation. They do questions based on the scope of the questions. The category occurred in S6 when doing Q2.

Based on the research findings explained above, it can be known that the thinking process is the students' cognitive activity in comprehending mathematic counting operation application when solving problems. The thinking process can be detected from the work steps written in their facing mathematic solving problems. In addition, it can be

known also by the verbal statements expressed. This is supported by Herbert (in Siswono, 2002:46) stated "Thinking process in mathematic learning is mental activity that existed in one inside thinking. Seeing this fact, to know thinking process can only be observed by the process they do the questions and the results written systematically. In addition, it is supported by deep interview about the way to do the questions."

Difficulties In Comprehending Math Counting Operation Application

Generally, subject is difficult in this phase of changing the story questions into math sentence. The difficulties occur due to subject is lack of comprehending language, sentence or math concept in the questions. It shows that subject have not been able to finish relational comprehension question that is the question that shows the ability of subject in mastering a content related to another content then finish it, (Skemp, 2006). It means that to comprehend the aim of the question and to relate it with math model. According to Michener (Sumarmo, 1987:24) to comprehend an object deeply, someone has to know: 1) object itself; 2) its relation with another similar object; 3) its relation with another different object; 4) dual relationship with another similar object 5) object in relation with oter theories. Another opinion stated by Soekisno, (2002:3) said that:

Questions related to numbers are not too difficult to the subject, but the questions using sentence, are so difficult to the low ability subject in counting. The difficulties faced by subject are not only caused by inability to count but also the subject does not comprehend the problems. It is caused by the subject is not used to do contextual questions or the story questions.

Subject tries to translate the keywords in the questions directly to finish the problems in the questions. The action done by the subject will direct to the wrong answers. The mistake done by the subject can occur because they are lack of ability to comprehend what to be known and what to be asked in story questions, so that when arranging solution plan and followed by doing counting, subject will do the mistake.

The subjects' difficulties also occur when doing counting operation. The difficulties are caused by the subjects' counting operation concept comprehension is very low. Many subjects have not been able to comprehend the aim of the basic counting operation such as addition, reduction, multiplication, and division. The consequence is the subjects have low ability in operating counting operation. It can be showed by Instrumental comprehension according to Skemp (2006) that the ability of the subject in comprehending specific content algorithmically is not mastered yet well by the subject.

The difficulties that occured in thinking process to comprehend math counting operation application gives the description of the subject that has relational comprehension is less in encountering the difficulties than the subject that only has instrumental comprehension. The subjects' answers that have instrumental thinking are tend to answer carelessly and the subjects' answers that have instrumental relational thinking are tend to have logical construction in finishing the problems.

ScaffoldingIn Comprehending The Application Of Math Counting

The difficulty in thinking of the subject can be revealed and resolved by providing Scaffolding from the researcher. Scaffolding is done after knowing the subject's difficulties. Scaffolding activity in thinking process of the subject refers to the levels stated by Anghileri (2006) are as follows:
Instrumental thinking process

Scaffolding of this level consist of: 1) Asking the subject to repeat reading the questions. 2) Reasearcher provide the opportunity to the subject for comprehending the sentence. 3) Researcher gives an analogy in the similar case that tend to be more easily understood by the subject. 4) Giving understanding of the concepts related to the material encountered. 5) Asking the direction questions to the subject to be able to understand the case. 6) Asking the subject to do reflection of the answers so that the mistake can be found. 7) Discussing answers and giving direction questions in order that the subjects aware of their mistake. 8) Rechecking subjects' comprehension to the problems. 9) Asking subject to rearrange the answer's design and then correct their work.
Instrumental Relational Thinking Process

Thats are 1) Strong relational, strong instrumental. There is no scaffoldinggiven to these kinds of thinking; 2) Stong relational, weak instrumental. Scaffolding given to these kinds of thinking are as follows: a) Asking the subject to do reflection of the answers so that the mistake can be found. b) Discussing answers and giving direction questions in order that the subjects aware of their mistake. c) Rechecking subjects' comprehension to the problems. d) Asking subject to rearrange the answer's design and then correct their work; 3) Weakrelational strong instrumental, consists of a) Asking the subject to repeat reading the questions. b) Reasearcher provide the opportunity to the subject for comprehending the

sentence. c) Researcher gives an analogy in the similar case that tend to be more easily understood by the subject. d) Giving understanding of the concepts related to the material encountered. e) Asking the direction questions to the subject to be able to understand the case; 4) Weak relational weak instrumental. a) Asking the subject to repeat reading the questions. b) Reasearcher provide the opportunity to the subject for comprehending the sentence. c) Researcher gives an analogy in the similar case that tend to be more easily understood by the subject. d) Asking the direction questions to the subject to be able to understand the case. e) Asking the subject to do reflection of the answers so that the mistake can be found. f) Discussing answers and giving direction questions in order that the subjects aware of their mistake. g) Rechecking subjects' comprehension to the problems. h) Asking subject to rearrange the answer's design and then correct their work.

In comprehending math counting operation application, subject encounters four phases, they are comprehending questions, changing questions into math model, doing math counting operation, and making conclusion. In line with Margaret (2006) stated that there are four dimensions of Math comprehension as the base framework in problem solving, they are: (a) reading/extracting allinformation from the question(membaca/ mendapatkan semua informasi dari pertanyaan); (b) real-life and common sense approach to solving problems(pendekatan kehidupan nyata dan akal sehat untuk menjawab soal); (c) mathematics concepts, mathematisation and reasoning(konsep matematika, matematisasi dan pemberian alasan); and (d) Standard computational skills andcarefulness in carrying out computations(keterampilan dan ketelitian berhitung standar).

CONCLUSION

Based on the research result about thinking process done in the fourth grade of SDN Nagarasari 1Tasikmalaya,can be concluded that the subjects encounter two types of thinking process, they are Instrumental thinking process and Instrumental Relational thinking process. Instrumental Relational thinking process consist of four parts, those are (1) strong relational strong instrumental; (2) strong relational weak instrumental; (3) weak relational strong instrumental; (4) weak relational weak instrumental. Besides that there are four phases of thinking process in comprehending math counting operation found

in the research, they are question comprehension phase, changing question into math model, doing counting operation and making conclusion. In the question comprehension and changing the question into math model phase are classified into kinds of relational comprehension and the phase do the counting operation and make conclusion classified into intsrumental comprehension.

Generally, the subjects are difficult in comprehending questions phase. Subjects are weak in comprehending concept, and the consequence is the subjects are wrong in translating the questions into math model. Besides that the subjects are difficult in doing counting phase. Most of them encounter the difficulties when doing reduction operation, multiplication, and division. It shows that the ability to comprehend math counting operation application of the subjects (relational comprehension and intsrumental comprehension) are still weak.

Scaffoldingis related to the difficulties encountered by teh subjects in thinking process, such as: First, scaffoldingis giving the opportunity to the subjects for comprehending every sentence and question, giving the similiar analogy case tend to be easier comprehended by the subjects, giving comprehension concept related to the materials faced and giving explanation related to the work procedure. providingscaffolding tend to be more difficult and it needs very long time.; (b) Thats are a) Strong Relational, Strong Instrumental. Scaffoldingis the direction question to look for the other alternatives in solving the problems. b) Strong Relational, Weak Instrumental. Scaffoldingis asking to do reflection to the answers, direction questions so that the subjects can find the mistake. c) Weak Relational, Strong Instrumental. Scaffoldingis giving the opportunity to the subjects to comprehend every sentence in the questions, giving similar analogy case tend to be easier comprehended by the subjects. d) Weak Relational, Weak Instrumental.

Second, scaffoldingis giving the opportunity tothe subjects to comprehend every sentence in the questions, giving similar analogy case tend to be easier comprehended by the subjects, giving comprehension concept related to the material faced and giving explanation related to the work procedures.

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DEVELOPMENT OF SCIENTIFIC APPROACH IN THE IMPLEMENTATION OF CURRICULUM 2013 AT ELEMENTARY SCHOOL IN BLITAR

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ABSTRACT

This study was conducted for the development of approaches scientific approach (scientific study) at the elementary level to the implementation of the curriculum, 2013. The study was conducted because it is known that many teachers in Blitar City is still less than the maximum in applying scientific learning approach in the implementation of Curriculum 2013 scientific approach / approach based organizing scientific process is a learning experience with a logical sequence includes the process of observing, ask, gather information / try, reasoning / associate and communicate. Therefore, we would be positive steps in the development strategy of scientific learning approach in the implementation of the curriculum of 2013. So, that teachers in Blitar City easier to understand and implement scientific-based learning approach.

Keywords: approach, scientific, implementation, curriculum 2013

Orientation curriculum in 2013 is the increase and the balance between competence attitude (attitude), skills (skills) and knowledge (knowledge). This is in line with the mandate of Law No. 20 of 2003, as expressed in the explanation of Article 35, that the competence of graduates qualified in the ability of graduates includes attitudes, knowledge, and skills in accordance with national standards that have been agreed. "The curriculum was developed in 2013 under the terms of juridical requiring that the development of new curricula, the philosophical foundation and empirical foundation. Used thematic approach to integrative / integrated approach to packaging material and scientific / scholarly (scientific approach) in the learning process, "(Majid, 2014: 29).

"The scientific approach or scientific approach is an approach that refers to the techniques of investigation of phenomena or symptoms, acquire new knowledge, or correcting and integrating previous knowledge. To be called scientific, the search method (method of inquiry) should be based on evidence of the object observable, empirical and measurable principles specific reasoning "(Kemdikbud, 2013: 80). Therefore, the scientific method generally includes a series of activities of collecting data through observation and experiment, then formulate and test hypotheses.

The learning process in implementing the scientific approach should be guided by the principles of scientific approach. This approach is characterized by protrusion dimension of observation, reasoning, discovery, validation, and an explanation of a truth. Thus, the learning process should be carried out with guided the values, principles, or scientific criteria. Based on the functions and objectives of the national education curriculum development must be rooted in the national culture, the life of the nation today, and the life of the nation in the future. Education is rooted in the national culture. The education process is a process of developing their potential to become their students and cultural development of the nation. Through educational values and cultural excellence in the past introduced, studied, and developed into the culture itself, the community, and the nation according to the times in which students live and develop themselves. The ability to inherit and cultural development will be owned by the students if the knowledge, intellectual skills, attitudes and habits, social skills provide the foundation to actively develop themselves as individuals, community members, citizens, and members of the human race.

Education must also provide a basis for the sustainability of the nation's life in all aspects of national life that reflects the character of the nation today. Therefore, educational content they are learning not only be a great achievement of the nation's past, but also things that thrive in the present and continuing into the future. New developments in science, technology, cultural, economic, social, political facing society, nation and mankind packaged as educational content. The educational content of the national life today provides the basis for education is always related to people's lives in many aspects of life, and ability to participate in building a better nation, and

positioned education is inseparable from the social environment, culture, and nature.

Character Curriculum 2013 The above shows that the government's expectations, the teacher is able to carry out learning that encourage students to become active by using an innovative approach. But the reality on the ground shows the implementation of the curriculum in 2013 has not been in line with expectations of the Government. This means that primary school teachers lack understanding and mastering learning strategies based scientific approach or scientific approach. Learning conditions at this time, through the curriculum in 2013, it is expected that the students were able to formulate a problem (with many ask), not only solve the problem by answering or complete the task alone. Learning is expected to be directed to exercise analytical thinking (teaching how to make decisions) not think mechanistic (routine by simply listening and memorizing alone). Therefore, the need for improvement of the learning process that initially the students just listen to lectures and do the work in the book, toward analytical mindset to apply scientific approach.

The application of scientific approaches to improve the ability to write reports on observations at the elementary level have not been done because it is part of a new curriculum in 2013. But in the training curriculum materials in 2013 made clear that the scientific approach based learning is more effective results compared with traditional learning. The research proves that the traditional learning, retention of information of teachers by 10% after 15 minutes and the acquisition of contextual understanding by 25%. In the scientific approach based learning, information retention of teachers by more than 90% after two days and contextual understanding of the acquisition of 50% to dengan70%.

METHODS

This research was conducted at the elementary level as the city of Blitar. But in the early stages of the trial, Primary School used is SDI Ma'Arif Kota Blitar with research subjects, namely grade IV and V. The characteristics of the students of class IV and V included in the stage of concrete operational capability. So as to balance the need of conditioning classes both in learning activities. Master classes help as a teacher to apply learning models based on the completeness of the study made by researchers that syllabus, lesson plans, books students and Student Worksheet, and learning media.

This research is a development. The focus is on research to develop a product in the form of (1) Teaching materials about the scientific approach to learning, and journaled nationally accredited as a form of scientific publications. This is in line with the opinion of Ibn '(2013: 3) Research development is not to test the theory, but to develop and test the effectiveness of the approach. Further research and development to produce products as a function of creation to improve the quality of learning.

The research objective of this development to produce the product as a function of development to tackle problems in the learning. Therefore, in development research have the specific characteristics and contextual, problem solving, collaborative, and produce products.

Data were collected with a scientific approach using three ways: (1) direct observation to the object of research (both students and teachers SD), (2) Distribution of the questionnaire to every object of research, (3) documentation.

Data obtained from the three ways have been presented in the table data collectors who have been prepared. The instrument used in this study is: teacher performance tests, questionnaires for students and teachers, the observation sheet and interview guides. Data obtained from this study were analyzed descriptively and percentages. The research data were checked for validity, internal validity is technically checking is done in two ways: (1) checking colleagues are checking the data by two researchers in order to ensure its validity and (2) perseverance observation, that any data obtained to be checked a minimum of twice the checking.

RESULT AND DISCUSSION
Results
Scientific Development Approach

Curriculum 2013 emphasizes on modern pedagogic dimension in learning, using a scientific approach or scientific approach. Scientific approach (scientific approach) in learning include observing, ask, try, processing, presenting, concluded, and created for all subjects. For the lesson, materials, or certain situations, it may be a scientific approach is not always appropriately applied procedurally.

Sudarwan in the training curriculum in 2013 about the scientific approach explains that this approach is characterized by protrusion dimension of observation, reasoning, discovery, validation, and an explanation of a truth. Thus, the learning process should be carried out with guided the values, principles, or scientific criteria.

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certain situations, it may be a scientific approach is not always appropriately applied procedurally.

The scientific approach is an approach that is characterized by protrusion dimensional observation, reasoning, discovery, validation, and an explanation of a truth. Thus, the learning process should be carried out with guided the values, principles, or scientific criteria.

The scientific approach (scientific approach) are highly relevant to learning theory Bruner. Bruner learning theory called the theory of discovery learning. There are four main things related to learning theory of Bruner (in Carin & Sund, 1975). First, the individual only to learn and develop his mind when he uses his mind. Second, by making the cognitive processes in the discovery process, students gain sensation and intellectual satisfaction which is an intrinsic reward. Third, the only way for someone to learn the techniques in performing the invention is that it has the opportunity to conduct discovery. Fourth, to carry out the invention, it can strengthen memory retention. Four of the above is consistent with the necessary cognitive processes in learning to use the scientific method.

"Learning with the scientific approach emphasizes the importance of collaboration and cooperation between students to resolve any problems in learning. Therefore, teachers wherever possible create learning other than with reference standard process where learning is created an atmosphere containing exploration, elaboration, and confirmation, also put forward the conditions students that behave scientifically jointly invited to observe, ask, reasoning, formulating, conclude, and communicate "(Majid, 2014: 195). So, that the child may be able to master the material studied.

Learning process on Curriculum 2013 for primary school level be conducted using a scientific approach. The learning process touches three domains, namely the attitude, knowledge and skills. In the process of learning-based scientific approach, the realm of substance transformation took her attitude or teaching materials that the students "know why. "Realm of the substance or the transformation took her skills teaching materials that the students" know how ". The realm of knowledge involve substance or the transformation of the teaching material that the students "know what". The end result development and balance between the ability to be a good human being (soft skills) and people who have the skills and knowledge to live a decent (hard skills) of

students that includes aspects of competence attitudes, skills and knowledge.

Curriculum 2013 emphasizes on modern pedagogic dimension in learning, using a scientific approach. The scientific approach (scientific approach) in study referred covering observe, ask, try, processing, presenting, concluded, and created for all subjects. For the subjects, materials, or certain situations, it may be a scientific approach is not always appropriately applied procedurally. In this condition, of course, the learning process must still apply the values or attributes of scientific and avoid values or properties of non-scientific. The scientific approach (scientific approach) in study referred covering observe, ask, try, reason, and communicate.

Problem Based Learning Model in Grade 4

The model is applied in SDI Ma'Arif Kota Blitar grade 4 teachers. In this case, the outcome is a student activity that appears when learning, students are actively participating in the learning. Students do a Q & A, working in groups and discuss in an orderly manner. Scientific attitudes that arise when learning among others observe, that when students observe and image longhouse Rumah Lontik shown by the teacher. Ask, that when the student makes the question is to know from the pictures that have been observed. Gathering information, which is when the students read the information in the form of information or literature associated with the image and connect with the information obtained from observation. Associating / process information, which is when the students do worksheets based on the information that has been obtained from observing the images and read text. Communicating, namely when students present their group in front of the class in turn. Student learning outcomes obtained through the application of learning models good enough Problem Based Learning, learning objectives expected to be achieved. Students can meet the expected learning objectives. Percentage of students' activity in this lesson is approximately 80% and the percentage of study results reached 85%.

After the study is completed, the teacher asked the students about the impression that is felt after following study. Students expressed orally that their lessons fun, because of the students' learning traditional house picture shows a previously unknown by the students so that they can add insight and knowledge for students. Video documentation of the learning model Problem Based Learning in class 4 can be seen in www.sdima'arifkotablitar.sch.id

Problem Based Learning Model in Grade 5

Student activity that appears when learning among others, enthusiastic students is very high.

Evidenced by the involvement of the student in the learning followed by an orderly and discipline. Students do a FAQ, expression, work in groups and discuss with orderly and conducive. Scientific attitude that emerged during the learning, among others: (1) Viewing, namely when students observe creative text Water and Man on students' books. As teacher's model shows a Paste Board of instructional media. (2) ask, that when students make inquiries regarding the content of the text Water and Man. (3) Gather information, which is when the students read the information in the form of reading text on the Human Water and student books and information on the media boards Paste. (4) Associate, which is when the students do worksheets based on the information that has been obtained from observing the media, play with the media, and read the text. (5) Communicate, namely when students present their group in front of the class in turn.

Student learning outcomes obtained through the application of learning models Problem Based Learning is good enough, the learning objectives expected to be achieved. Students able to meet the expected learning objectives. Percentage of students' activity during the learning takes place is to reach 80% and the percentage learning result reached 85%.

Before ending learning students to express how they felt after learning together. Students found them happy and more eager to learn because they were introduced to the media that they have not met before and they like the way teachers teach. Video documentation of the learning model Problem Based Learning in class 5 can be seen in www.sdima'arifkotablitar.sch.id

Discussion

Learning occurs when students work or learn to handle the tasks that have not been studied yet those tasks are still within the range of ability. Learning the scientific approach has the characteristics) centered learning, involves the science process skills in constructing concepts, legal or cognitive processes principally involved potential in stimulating the development of the intellect, especially high-level thinking skills of students, and can develop students' character.

Learning the scientific approach emphasizes the importance of collaboration and cooperation among students in solving every problem in learning. Therefore, teachers wherever possible create learning other than with reference standard process where learning is created an atmosphere containing exploration, elaboration, and confirmation, also put forward the conditions students behave scientifically jointly invited to observe, ask, reasoning, formulating, conclude, and communicate so that the child may be able to master the material studied.

This scientific approach was developed in the core activities of learning at the same time learning model Problem Based Learning which does have scientific characteristics. Scientific activity in this study is seen in the process of question and answer, observing, opinion, then communicate. In this case, the teachers' creativity in designing learning very necessary to direct the activities of students in scientific activities. Scientific Learning is synonymous with scientific learning has several criteria, namely: (1) the substance or learning materials based on facts or phenomena that can be explained by the specific logic or reasoning; not limited to, approximately, fantasy, legend, or a mere fairy tale. In the activities carried out by the model teacher, the teacher presents facts or real phenomenon in everyday life or based on experience in learning activities, (2) the teacher's explanation, the response of learners and educational interaction teacher-students free of prejudice fictitious, thinking subjective or distorted reasoning of the groove think logically. In the lesson activities, students were invited to create a logical thinking based on the problem, it shows that the students' thinking based on facts and analyzed guided, (3) encourage and inspire students to think critically, analytically and precisely identify, understand, solve problems, and apply the substance or learning materials, learning activities with a model problem Based learning students are guided and taught to think identify problems, understand and then solve the problem, it is a very good effect on students because it will form the habit of thinking scientific and solved, (4) encourage and inspire students to think hypothetically in seeing the differences, similarities, and link to one another on the substance or learning materials, learning to do, including learning to inspire students to be able to make the presumption of temporary or hypothesis and then collects facts and data of learning materials, (5) Encourage and inspire students to be able to understand, implement, and develop ways of thinking rationally and objectively in response to the substance or instructional materials, (6) based on concepts, theories and empirical facts that can be justified, it is supported by the availability of resources learning that includes theory and materials that can be accounted for righteousness, (7) the learning objectives are formulated in a simple and clear, but interesting presentation systems.

Learning videos complete with the approach of scientific Each core activities are based on the

curriculum in 2013 is a product that deserves to be developed and disseminated to the public sphere of education for student learning outcomes academically showed good results, the attitude of spiritual and social appeared and can be a habit or habit very good, the skill to try and create a simple product was also shown from the student activity. Basically, the scientific approach can be applied in all core activities of learning, but still must be adapted to the learning model used to be found the sync and optimal student learning outcomes, the expected fit for purpose. In this case, in also requires understanding and competence of teachers or student teachers to design as possible in accordance with the curriculum materials in 2013 in order to achieve the criteria of scientific learning.

CONCLUSIONS & RECOMMENDATION

This research is a development that aims to produce or develop a product in the form of scientific approach learning model in order to improve the quality of learning. Based on the preceding discussion, conclusions on the development of research is described in the following points: (1) From the observation process, in grades 4 and 5 SDI Ma'Arif Kota Blitar, scientific approach that is suitable to be implemented using scientifically-based learning model. (2) Scientific Learning model used is the model of Problem Based Learning in grades 4 and 5 SDI Ma'Arif of Blitar. (3) Master SDI Kota Blitar as a model teacher learning do te activities in 1x35 minutes using Problem Based Learning model of scientific with complete learning instrument that has been prepared by the researcher.

Learning outcomes using scientific approach in high-grade SDI Ma'Arif Kota Blitar indicates that the model is able to bring the scientific attitude on students, the activity which is the spirit of scientific 5M appear on students with hopes will become a habit that shaping our thinking and personal scientific.

Based on the research conclusions that the output of research, analysis, evaluation, and reflection on the overall findings of the study and taking into account the characteristics and measures the scientific approach, can in this case can concluded a number of suggestions for certain parties as recommendations from the study of this development. Recommendations addressed to the Ministry of National Education and its staff, in order to support the development of research that aims to improve the quality of education in Indonesia through the resulting product of this. Programed is expected to help both morally and materially, to support fully the implementation of the dissemination of the product in the ranks of elementary school teachers Indonesia and is also willing to provide input as a control this product. For teachers, to be active following the teacher and KKG with the aim to improve the quality through the development of self, and it is hoped someday be used to improve the skills and apply scientific approach each learning activity

For student teachers, in order to actively participate in seminars student at the university. Product development research can be disseminated through seminars and lectures as a student learning materials as readiness to implement the curriculum in 2013 in order to have the readiness pioneering curriculum implementation in 2013 in Indonesia

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THE DEVELOPMENT OF CULTURAL SENSITIVITY TRAINING GUIDE TO PREVENT THE POTENTIAL CONFLICTS OF CULTURE FOR JUNIOR HIGH SCHOOL STUDENT

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ABSTRACT

This study aims to develop of Cultural Sensitivity Training Guide to develop Cultural Sensitivity junior high school students so that potential cultural conflicts among junior high students can be minimized. The design of the study is a developmental research. Subjects of this study include expert BK, and prospective users are junior high school counselors. The research instrument used was a questionnaire. The data were analyzed descriptively by percentage. The research result is cultural sensitivity training guide for junior high school students that has been validated to experts Guidance and Counseling (BK) in terms of content/material showed score of 81.3%, and included a valid category. Based on the validation results of potential users that the counselor showed score of 77.1% and include a valid category. The conclusion of this study is cultural sensitivity training guides were developed suitable to develop cultural sensitivity in junior high school students.

Keywords: development, cultural sensitivity training guide, conflict of culture, junior high school

Cultural Sensitivity is their sensitivity to other cultures different from their own culture, but cultural differences do not cause any problems. Cultural Sensitivity is required in conditions of a pluralistic nation like Indonesia nation today and Cultural Sensitivity these should be developed early on to the avoidance of conflict or the disintegration caused by the differences in cultural backgrounds. Cultural Sensitivity is also one of the characters that need to be grown is shared by all layers of the Indonesian nation is known as a pluralistic.

Cultural sensitivity is absolutely owned by each individual. The social interaction today is no longer limited by time and distance are narrow. Information communication global nature confronts people on keanaekaragaman culture that exists around them. The impact of the global world is that every individual is required to be able to interact with other people of different cultures with their own.

Junior high school students is an age-characteristic thinking ability has entered the formal operational phase. Expected according to the cognitive abilities, begin to grow their sensitivity that there is a culture that is different from its cultural background, so it will grow tolerance and mutual respect to the junior high school student. Cultural Sensitivity expected with growth of junior high school students to prevent conflicts or divisions backdrop of cultural differences.

Free Cultural Sensitivity training is needed to help junior high school students to understand and be sensitive to its own culture and their cultural background different from their cultural background. If this understanding grows within him the possibility of the birth of potential conflicts

related to cultural differences will be minimized. It is therefore essential drilled Cultural Sensitivity early as possible is at the level of junior high school age students.

Cultural sensitivity training should be given since they were students in secondary education, where at this time the students start looking for recognition and social acceptance from peers and the surrounding environment. Students who do not get the recognition and social acceptance because the assessment is based on social prejudices / stereotypes would lead to a number of social issues such personal brawl, discrimination, bullying and unhealthy personality development.

Based on the overview of the needs and cultural sensitivity models support the development of cultural sensitivity training models for junior high school students. Training model developed is a complete manual that includes material cultural sensitivity, training manual for counselors and training guide for junior high school students. Training Cultural Sensitivity to students need to consider how to make the process of training students can be more easily understood and can be practiced in everyday life. Gresham, Sugai, and Horner (in Forgan, 2002) suggested that educators teach social skills in a setting that is natural, using the example that exist in real life and learning that are incidental as well as the teachable moment, that is by utilizing a variety of events that occurred naturally.

Cultural Sensitivity training using several movies based on true stories so that students have a real experience of other people's experiences and successes of others to develop Cultural Sensitivity. The use of video media / film has been shown to help students to acquire the knowledge, understanding and self-

reflection of the different situations with him (Sinetar, 1993; Rosenstein, 2002). Media video / film also can be used to convey messages of culture (Stepherd, 2007).

Before the cultural sensitivity training guide can be used by junior high school counselor for cultural sensitivity melatihkan to junior high school students, it is necessary to do validation of guidelines developed. The purpose of this study was to test the effectiveness of test validation and cultural sensitivity training guide for junior high school students.

METHOD

The research design used in this study are research development, entry on the stage of the validation test and test the effectiveness of the guidelines. The subjects were 2 expert BK, 2 junior counselors who each as a test subject experts and 11 students as a guide the effectiveness of the test subject. The data collection was conducted using questionnaires, observation sheets and student worksheet. Analysis of the data used in this research is descriptive analysis. Descriptive analysis is applied to analyze the processes, products, and various suggestions input of experts on cultural sensitivity training guides were developed.

FINDING AND DISCUSSION
Presentation of Preliminary Data Field Test Results

This development research the products with cultural sensitivity training guide for junior high school students, consisting of cultural sensitivity training materials, guidance counselors and student guides. Initial field tests conducted on the subject of which is the response expert expert BK, and the subject of potential users that BK teacher / counselor. Test data will be presented as follows.

Test expert content / materials are needed as an evaluator to guide cultural sensitivity training that has been developed by researchers. Data obtained in the form of quantitative and qualitative data through validation sheet given to the expert researcher content / material. Expert validation results will be presented in the table below.

From the data we can see the results of recapitulation product eligibility rate of testing experts have reached an average of 81.3%. These percentages indicate that this product is on valid criteria and can be used in the service of BK especially for junior high school students develop cultural sensitivity. The validity of the conformity of products in the form of visits by training guides based on the criteria on the aspects of usability, feasibility, accuracy and propriety.Exposure to test data validation of potential users / teacher BK is presented in the table 2 below.

Table 1. Summary of Test Results Candidate User (BK Teachers) for Cultural Sensitivity Training Guide

No	Candidat User	Scor Cultural Sensitivity Training Guide
1	BK Teachers 1	84.03
2	BK Teachers 2	70.1
	Total Cost (%)	154.13
	Average (%)	77.1

From table 1 it can be seen the results of recapitulation product eligibility rate of testing experts have reached an average of 77.1%. These percentages indicate that this product is on valid criteria and can be used in the service of BK especially for junior high school students develop cultural sensitivity. The validity of the conformity of products in the form of visits by training guides based on the criteria on the aspects of usability, feasibility, accuracy and propriety.

Data Product Effectiveness Test Results

The subject of research in a limited test groups totaling 11 students of class VIII SMP Lab UM. Students are selected based on the diversity of age, gender, ethnicity, religion, and based on the willingness to follow the entire process from start to finish training. The overall implementation of the research carried out in 11 meetings, namely: a) three meetings for the measurement before treatment, b) 6 meetings for giving treatment, and c) two meetings for measurement after treatment.

Measurement before treatment were conducted three times to reflect the scores are relatively stable. Measurement before treatment is done by observing the behavior and interviewing students. After measurement prior to treatment, research activities continued with the treatment by applying the Cultural Sensitivity Training Guide (CSTG), facilitator of the implementation of CSTG are a team of researchers.

Measurement instruments using observation sheets and student worksheet. The measurement results were assessed using a rubric, with a low scale range (0-32). Medium (33-66) and high (67-100).The effectiveness of CSTG concluded assessment based on a comparison of each measurement range is divided into measurement before treatment stage, the stage of treatment and after the treatment phase. Measurement stage before treatment is done before the CSTG are given to students. While the treatment phase measurements carried out over a range of treatments such as training CSTG. For the measurement phase after the treatment is done at specified intervals after treatment.

Phase giving treatment conducted in six sessions to train the ability to know and understand his own culture, the ability to know and understand the cultural similarities between himself and others, and the ability to know and understand the cultural differences between himself and others.

The measurement results presented in graphs visualize the score to see the changes from the stage prior to treatment, the treatment stage and the stage after the treatment. The analysis is done by looking at changes in the level and slope, using an analysis of conditions in order to change the condition of cultural sensitivity of the subject before and after treatment can be seen and measured. Description of the measurement results described above on the analysis of individuals in the following table as a group.

Table 2. Data Capabilities Cultural Sensitivity Junior High School Students

Subject	PHASE										
	BEFORE			TREATMENT						AFTER	
	1	2	3	1	2	3	4	5	6	1	2
1	27	26	28	31	32	33	32	35	33	35	36
2	30	30	29	35	33	34	34	34	36	38	38
3	28	27	28	31	34	32	35	36	34	36	37
4	29	28	30	32	33	33	35	36	32	35	36
5	31	29	30	30	33	32	32	34	35	36	38
6	30	30	31	31	32	33	34	34	34	37	35
7	26	27	27	31	31	34	35	35	36	38	38
8	28	28	29	31	32	32	34	35	35	36	36
9	32	31	31	32	32	33	35	35	36	35	37
10	30	29	29	30	31	31	34	34	35	34	35
11	29	28	29	32	31	34	34	33	36	36	38
Total of sesion	320	313	321	346	354	361	374	381	382	396	404
Average	29.1	28.5	29.2	31.5	32.2	32.8	34	34.6	34.7	36	36.7
Total	86.8			199.8						72.7	
Average phase	28.9			33.3						36.4	

Graph Results Measurement Capabilities Cultural Sensitivity

To analyze the data score obtained, the data the ability cultural sensitivity of junior high school students Lab, converted into a cultural sensitivity graph below.
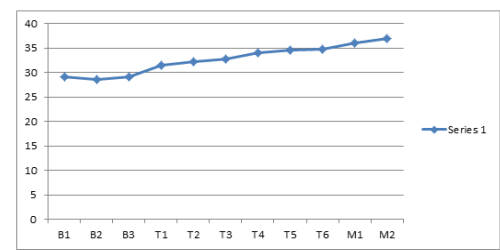
Graph 1.Cultural Sensitivity capability

From the table presented above, it appears that there is a change of culture sensistivitas ability junior high school students between the stage prior to treatment, the treatment stage and the stage after the treatment. Cultural sensitivity capabilities junior high school students tend to increase. At the stage prior to treatment, the average score obtained was 28.9. At this stage of treatment the average score obtained was 33.3. While on stage after treatment was 36.4. The effectiveness of the test results show that cultural sensitivity training guides were developed proven equally effective to foster cultural sensitivity capabilities junior high school students.

FINDINGS AND DISCUSSION
The validity of Cultural Sensitivity Training Guide (CSTG)

Cultural sensitivity training guides were developed, intended for use by junior counselor in cultural sensitivity training junior high school students in order to prevent potential conflicts of culture. Before the cultural sensitivity training guide can be used by junior high school counselors, need to do a validation test to determine the feasibility of cultural sensitivity training guide based on aspects of usability, feasibility aspects, aspects of accuracy and propriety aspect.

Validation is done by expert guidance and counseling (BK), and prospective users are counselors and junior high school students. Based on the results of validation of the content / materials done by experts and also by the validator junior counselors as potential users stated that cultural sensitivity training guide has validity in both criteria. Besides validation, moral comics were also revised based on suggestions and comments validator.

The selected intervention strategies in the development of cultural sensitivity training guides junior high school students this is the technique of cinema education / videoterapi. Cinema education is a technique that utilizes the medium of film / video as a stimulant in behavior modification efforts. Media film / video is considered to be in accordance with the characteristics of junior high school students who prefer the activity of watching movies / videos. Besides film / video has the advantages of easy to attract attention, moral message conveyed implicitly through each scene and conversations in it, and the character in the image of everyday life. For cultural sensitivity training for junior high school students have been chosen material film / video components that correspond to the cultural sensitivity that will be trained and well adapted to the characteristics of junior high school students, as well as psychologically safe. Given keterbatas BK service time at the school, then cutting the time duration of the media film / video use.

Cultural sensitivity training manual was developed with consideration of evaluation / assessment. It is intended that the guidelines developed effective to improve cultural sensitivity junior high school students. Measurement sensitivity to the ability of junior high school students is important that the counselor SMP can easily view the progress or change the behavior of students. This is consistent with Gysbers (2006) about the importance of evaluativ in any activities that are educational.

Cultural sensitivity training guide developed this guide to aesthetics as a book. Selection of images, selecting the right vocabulary, sentence structure, and giving examples of cases are aspects to consider in developing this guide. Expected cultural sensitivity

training guide developed on target and able to meet the needs of counselors as users and students as the target user.

Based on the test results it can be said that the effectiveness of cultural sensitivity training guides developed a guide that is eligible for use in developing cultural sensitivity capabilities junior high school students. The use of cultural sensitivity training guide also can not be separated from the competence of the counselor as a user. Counselors are required to be able to demonstrate personal competence, professional and pedagogical in using this guide. This is important because the use of these guidelines are applied in a group setting and rich discussion. The ability of the counselor as faislitator will determine the success of the media guide as to facilitate the development of cultural sensitivity capabilities junior high school students.

Effectiveness of Cultural Sensitivity Training Guide (CSTG)

Based on analysis of single subject that has dipaprkan. It can be seen that in general the research subjects are students of SMP increased cultural sensitivity capabilities stably. This proves that the implementation of cultural sensitivity training guides can give the effect of an increase for junior high school students. Data on the increase in the ability of junior high school students earned the cultural sensitivity of the results of observations at this stage of the treatment is ongoing, and the results of student worksheets stuffing outside the hours of training. Student responses during the training activities and response to student worksheet is a performance of cultural sensitivities.

During the intervention phase, there are several factors which allegedly also affect the performance of junior high school students as research subjects. Such factors include the conditions of the students of both physical and psychological, the timing of training, where training conditions and the condition of the school while training takes place. These factors, if not addressed properly will cause the student is not able to show the real performance.

Based on the results of measurements at the stage prior to treatment, the treatment stage and the stage after the treatment does indicate a change or an increase in the ability of junior high school students of cultural sensitivity. However, this increase can not be used as a benchmark that the efforts of cultural sensitivity training junior high school students has ended due to someone may have a high cultural sensitivity capabilities required training and habituation in a sustainable manner. Cultural sensitivity not only involve aspects of cognition but also the affective aspects necessitating continuous development efforts.

CONCLUSION

From the research development training guide cultural sensitivity in order to prevent potential conflicts of culture for junior high school students, the conclusion as follows: 1) A training manual cultural sensitivity for a junior high school student who has been validated to experts Guidance and Counseling (BK) in terms of content / material showed score gains amounted to 81.3%. Thus this training guide includes a valid category. 2) Free cultural sensitivity training for junior high school students that has been validated to BK teacher / counselor shows the summary score of the acquisition amounted to 77.1%. Thus the cultural sensitivity training guide includes a valid category. 3) The test results showed an increase in the effectiveness of cultural sensitivity capabilities junior high school students, thus effectively guide cultural sensitivity to foster cultural sensitivity junior high school students. Based on the results of the study, submitted suggestions in implementing cultural sensitivity training guides as follows. 1) Use of Cultural Sensitivity Training Guide for junior high school students should be followed by the mentoring of junior counselor so that students can truly understand the material and messages of good training guides. 2) The application of this sensitvity cultural training guides need to be enriched with exemplary behavior. Expected counselor can embrace the entire school personnel to jointly exhibit behaviors that are tolerant of cultural diversity in schools.

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THE FORMULATION OF LADUNI QUOTIENT TEACHING AND LEARNING THEORY IN SHAPING ULUL ALBAB GENERATION AND PANCASILAIS

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ABSTRACT

In the theory of learning context, the learning process should be directed at learners' potential development, one of which focused on brain centered. There are several studies shown that brain has a lot of potential intelligences. Howard Gardner discovered eight different kinds of intelligence and find another two later. Within these ten kinds of intelligence, the concept of multiple intelligences learning theory (double intelligences) is raised by several educational prominent. In addition to the discovery of Gardner, Alfred Binet discovered Intelligence Quotient (IQ), Daniel Goleman discovered the Emotional Quotient (EQ), and Danah Zohar and Ian Marshall discovered Spiritual Qoutient (SQ). Within these three kinds of intelligences, Ary Ginanjar attempts to merge them within the concept of Emotional Spiritual Quotient (ESQ), so that there is no dichotomy perspective between the world and after-world. However, ESQ concept is still considered to be insufficient by Enha, because it ignores nafs's within its specification (dzauq, aql, sadr, Fu'ad, qalb, bashiirah, and lubb) which operates in the heart. Moreover, there is one more potential intelligence called as Laduni Intelligence or Laduni Quotient (LQ), which is recognized as the center of all the potential intelligences of human beings both in the aspect of the bodies (all of the physical intelligences) and nafs (all of the innate potential intelligences operating in the brain). From this rationale, the focus of the study is formulating LQ teaching and learning theory in shaping ulul albab generations and Pancasialis. In describing such formulations, the researchers used qualitative research methods by using library research. The results of the study are: 1) the nature of learning within the learning theory of Laduni Quotient (LQ) is an attempt to get ilmu laduni by developing the intelligence potential of Laduni which is the center of all the potential intelligences in the bodies and nafs (intelligence: IQ, EQ and SQ ; and the innate intelligence: aql, dzauq, sadr, Fuad, bashirah and lubb), so that all of those potentials will be beneficial for living in the world and the after-world. This theory of learning originated from the Qur'an and Hadith. The aim is to develop an ulul albab generation, such as generation that exist in the golden age of Islam (Ibn Rushd, Ibn Sina, etc.) and pancasialis generation likes Islamic leaders in Indonesia (KH, Achmad Siddiq, KH. M. Hashim Ash'ari, etc.); and 2) the applications of the learning process use two strategies, namely: wahby and kasybi.

Keywords: learning theory, IQ, ulul albab, pancasialis.

Within the concept of learning theory, the learning process should be directed at learners' potential development, one of which focused on the brain centered. Until now, there are several studies shown that brain has a lot of potential intelligences. Budiningsih (2008: 112-113) explains, Howard Gardner discovered eight different kinds of intelligence and find another two later. Out of these intelligences, the concept of multiple intelligences learning theory (double intelligences) is raised by several educational prominent. According to him, humans are able to improve and strengthen all of their intelligences. All of the intelligences are considered to be one unit and work together to solve problems and specific tasks.

In addition to Gardner's discovery, Alfred Binet discovered Intelligence Quotient (IQ), Daniel Goleman discovered the Emotional Quotient (EQ), and Danah Zohar and Ian Marshall discovered Spiritual Quotient (SQ). The term IQ emerged in the early of the 20th century, recognized as human intelligence which is located in the brain cortex that associate with numeric calculation, logical analysis and innovative imagination and believed to be the parameters of human intelligence. Until the end of the 20th century, the concept of emotional intelligence or Emotional Quotient (EQ) came to the surface. It refers to a concept of humans' intelligence in which it is related to the ability in recognizing their own feelings within social interaction occurred, so that it gives them capability to manage their emotions when interacting with others. However, in this modern era, humans often experience spiritual aridity that triggers the existence of Spiritual Quotient (SQ) intelligence in which it deals with ability to understand the meaning of life and the human relationship with God (Enha, 2011: xi). Thus, the first concept discovered is IQ and followed by EQ and SQ.

Ary Ginanjar (2009: 10-12) argues that the three concepts of intelligences are still inadequate, because they cannot solve the dichotomy perspective of being live only in this world or after-

world alone. To overcome these problems, Ary Ginanjar comes up with a new concept that is ESQ (Intelektual Spiritual Quotient), a merger between the concept of emotional intelligence or Emotinal Quotient (EQ) with the concept of spiritual or Spiritual Intelligence Quotient (SQ). Using ESQ, Ary Ginanjar wants to clear up the process of thinking through God Spot, creating a mindset and emotion to rely on self-awareness, personal strength which is related to the principles of the pillars in Islam, as well as alliances which is in synergy with the social environment.

However, the concept of ESQ proposed by Ary Ginanjar is still considered to be insufficient due to the fact that it ignores other nafs with all its equipment (dzauq, aql, sadr, Fu'ad, qalb, bashiirah, and lubb) which perating in the region of heart. Enha argues that there is another potential intelligence which is called as Laduni intelligence or Laduni Quotient (LQ). LQ centered in the soul is considered to be the center of all the potential intelligences of human beings both in the physical aspect (all of the potential physical intelligence) and nafs (all of the potential innate intelligence). LQ deals with the spiritual intelligence. Making use of this quotient is not only depending on the application of the potential of thinking, but also the potential of remembrance (berdzikir). Thus, this particular quotient is owned by all human beings, especially Muslims. Moreover, it develops through the learning process in which it results in getting what is called as ilmu laduni.

Optimizing the development of this LQ has been proven to produce ilmu Laduni. This is proven by the story of Prophet Khidr and Moses, the companions of the Prophet and Islamic leaders in the golden age of Islam during the Abbasid who are not only being an expert in religion issues', but also sciences. Moreover, the development of this LQ potential has also been applied by the pancasialis prominent who are also the leaders of Islam in Indonesia, such as KH. Ahmad Siddiq with his conviction on the ideology and philosophy of Pancasila in Indonesia and KH. Hasyim Ashari with his Jihad resolution to preserve and reunify the NKRI. Those ideas are not only obtained from their reflections and observations in the field, but also through the power of Allah (Al-'alim, Al-Hakim, Al-Muhaimin) that affect them in the process of making decision, so that it gives enormous positive effects to maintain and preserve the Pancasila as an ideology as well as philosophy of NKRI (Negara Kesatuan Republik Indonesia).

DISCUSSIONS
The Nature of Human Potential Intelligence and Learning Theory of *Laduni Quotient* (LQ)

Before the existence of EQ, IQ is considered to be the only one which can make the learning process easier within educational filed and it also become the basis of giving motivation to the students, even to university students. However, after EQ was discovered by Daniel Golemen (1995), the practitioner in the education must have a look at the non-cognitive factors such as social intelligence, spiritual intelligence, emotional management, and understanding other people's emotions. In fact, Golemen claims that IQ only contributes 20 percent to the success of learners in socializing within the community. Another 80 percent is determined by factors other than IQ, where EQ is included. Thus, according to Suyanto, the significant factors that have gained widespread attention for predicting a person's success (*predictor*) are IQ and EQ. The emergence of EQ creates new broader direction in education. Therefore, many studies have proven that IQ is no longer be the only predictor of learners' success in the future (Noah, 2013: v-vi).

From the description above, the results of the study done by Western thinkers have proved how wonderful the power of mind is. From the results of the brain's performance, there are variety of intelligences that were discovered, they are IQ and EQ. However Enha (2011: xi) declares that the Western people believe that life will be more meaningful when someone is able to develop SQ, this is a good news for the development of science, because so far the western knowledge is always separate themselves from the necessity of religion. So the findings could be a meeting point between "rational" Western sciences and "intuitive" East sciences. However, Toto Tasmara (2001: viii) is still not sure of the IQ, EQ and SQ existence, because these three intelligences are not necessarily originate from religious values. Their approach is still in the form of a rational approach as well as natural and secular oriented. Even, if there is a tangent with religion, it is still treated in the perspective of humanism, a fact that is inherent in human beings.

Enha (2013: 7-19) adds that SQ is not similar with the spirit, because in the religion, the soul (*nafs*) and the spirit are two different things. SQ is located within the region of soul, meanwhile *ruhaniyah* within the region of spirit. The level of soul is considered to be in the lower rank compare to the spirit. In the region of *nafs*, there are some intelligences containing IQ, EQ and SQ as well as Heart intelligence which contains: 1) intellect (*aql*); serves to analyze scientific things (factual, real,

concrete, and objective) and non-scientific / metaphysical (values, morality, the nature, the hereafter and the supernatural etc.) and connecting the intelligence and heart, 2) intuition (*dzauq*/EQ); serves as source of creativity and ideas, 3) *kecermatan hati* (*sadr*/EQ); function as the source of innovation and new ideas, 4) *kecerdasan hati* (*Fu'ad*/IQ); serves as the source of wisdom, and the nature of honesty and intellect, 5) *ketajaman mata hati* (*bashirah*/SQ); serves as the eyes of the truth, 6) *kekuatan pusat hati* (*lubb*); serves as the entrance to LQ.

All of the contents within *nafs* will be held in pledge (QS. Al-Muddatsir: 38), to witness all the things that had been done by human (QS. Al-Isra ': 14), and experience the reprisal to what he had done (QS. Yunus: 30). In order to save the *nafs* and always be on the right track, it should ask for a *fatwa* from the pillar of intelligence residing in the spirit (the region of Laduni potential intelligence). Because the intelligence of spirit will always walk on His tracks, so it is free from mistakes. Because the soul is never mistaken in accepting the truth of the information. Thus, it always preaches the real truth (enha, 2013: 7-19). Therefore, the spiritual intelligence or *Laduni* is very significant for the existence of the other intelligences exist within the *nafs*.

According to Imam Raghib al-Ashfanykata, *laduni* will be more related to the meaning of "*sisi*" or "*samping*". In line with these opinions, according to Jamaluddin bin Hisham al-Ansari, the word *laduni* is synonymous with the word "*inda*" (side) or "*li al-qurbi*" (close) (Harith, 2005: 21). From the perspective of terminology, Toto Tasmara (2001:x) defines *laduni* intelligence/ spiritual (LQ) as the true intelligence about wisdom and truth as well as divine knowledge. This intelligence creates a very deep sense of love, to the truth (*mahabbah lillah*), so that all its actions will be guided by Divine knowledge (*'ilm Laduni*) that drove him to *ma'rifatullah*. Meanwhile, the other intelligences are related to process all matters relating to the outward form (*duniawi*). Therefore, it can be said that every intention originates from divine values, is recognized as worldly intelligence (duniawi) and temporary, whereas *ruhanniah qalbiyah* intelligence is authentic, universal and immortal.

On the other hand, Enha (2011: 65-66), defines LQ as the manifestation of spiritual intelligence which is considered to be the peak of logic, the logic of intuitive and spiritual logic. LQ is a logical intelligence that is *ruhaniah*. The way it works is not only requires the optimization of the potential of the brain, but also the utilization of reason, multiplying the potential for innate intelligence, and reach the region of *ruh-ruhaniyah*. That is why, *laduni* intelligence is not likely to grow by only using the potential of thinking, but also the utilization of the potential of remembrance (*dzikir*). Thus, the logic will bring together the *laduni* intelligence along with the IQ, EQ and SQ which is operating in the area of the brain with other intelligence devices such as *dzauq*, *aql*, *sadr*, *Fu'ad*, *bashiroh*, and *lubb* (which operates in the area of the heart). When the intelligence and the heart working in the same direction, it will be connected with the totality of spiritual intelligence (which operates in the region *ruh*).

Therefore, to be able to operate the *laduni* intelligence, a servant (learners) needs to go through the learning process. Learning is a process that goes on inside a person who changes his/her behavior, in the aspect of thinking, acting, and doing (Gulo, 2002: 23). Learning based on various sources (resource-based-learning) and it is not something that stands alone, but rather related to a number of changes that affect the development of the curriculum. Nasution (2002: 19) confirms the changes in learning, among others: (a) changes in the nature and patterns of human science, (b) changes in society and its demands, (c) changes challenged by learning and (d) changes in communication media. Thus, what is meant with the learning process within the perspective of LQ is a process or attempt to gain what is called as *ilmu laduni* by developing the *laduni* potential intelligence at the center of all the potential intelligences that exist within the bodies and nafs (intelligences: IQ, EQ and SQ; and the heart's intelligence : *aql*, *dzauq*, *sadr*, *Fuad*, *bashirah* and *lubb*), so that all of these potential intelligences benefit to the life of the world and the after-world.

In realizing this process, according to Enha (2011: 66-68), the optimization of the learning activities should be able to integrate the logical intelligence and the intelligence of the heart, because it takes enormous energy, it is insufficient to just operates the heart energy, let alone the energy within the brain. With these seeds of energy, the development *laduni* intelligence to gain *ilmu laduni* will be growing. At first, the seed was planted in the deep of *lubb*. Then, it is emitted by *bashirah* into the region of *qalb*. From there, then it flows toward *Fu'ad* and *sadr*. After that, it is connected by a tube to a sense of intuition and mind. From the intuition and thought, then grow a variety of creativities and knowledge, as well as innovative ideas that can be applied in real life for the sake of mankind.

Additionally, the manifestation of *ilmu laduni* to the human can be in the form of spirit which

directly whispers to the heart. (Mulyadi, 2002: 19). This knowledge originates from probity in knowing God, which is a reflection of God's nature *Bashar* (see), followed by the process of *sama'* (hear) over all the glory of God (Shah, 2002: v). In other words, the term used in the aspect of religion itself is called as *qalbun salim* and *aqlun dzakiyun* (heart and mind which are enlightened). A *qolbun* which is *Salim*, refers to the condition where there is extraordinary energy and if it is managed properly and transfer them to the realm of reason successfully, then this enlightened mind enlightened by *qolbun salim* energy that will evolve and transform into *aqlun dzakiyyun*. So that, those who have been enlightened by *aqlun dzakiyyun* and *qalbun salim,* will be able to produce knowledge without having any contact with the script. This happens due to the fact that he has succeeded in exploring the potential that has been embedded internally by God into him. With this kind of logic, we might be able to understand why the Great Prophet which is illiterates, can be so intelligent, careful, and brilliant. (Enha, 2011: 3-5). The following is a flow chart of learning process in learning theory of LQ:

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┌───────────────────────────────────────┐
│   Khazanah Ilahiyah/Ilmu Laduni        │
└───────────────────────────────────────┘
                    ⁑
┌───────────────────────────────────────┐
│      Kecerdasan Laduni/Ruh             │
└───────────────────────────────────────┘
                    ⁑
        ┌───────────────────────┐
        │         Lubb          │
        └───────────────────────┘
                    ⁑
        ┌───────────────────────┐
        │       Bashirah        │
        └───────────────────────┘
                    ⁑
    ┌───────────────────────────────┐
    │  'Aql, dzauq, shadr, & fu'ad  │
    └───────────────────────────────┘
                    ⁑
        ┌───────────────────────┐
        │    IQ, EQ, dan SQ     │
        └───────────────────────┘
                    
        ┌───────────────────────┐
        │        Jasad          │
        └───────────────────────┘
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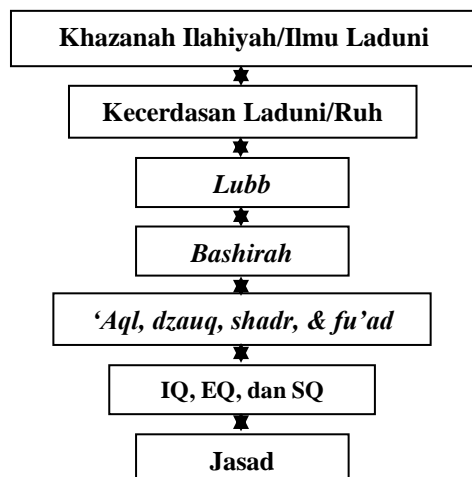
Figure 1. The Flow Chart of Studying in The LQ Learning Theory

The Learning Basis of *Laduni Quotient* (LQ) Learning Theory

The learning basis of LQ is already described in the Qur'an and Hadith. In the Qur'an, the *laduni* intelligence is initially described, in *Surah al-Kahf* which tells the story of Prophet Moses As. and the Prophet Khidr As. The verse is considered to be the emergence of *ilmu laduni* by the exegetes and the Sufis. This is due to the fact that the Prophet Khidr within this verse is endowed with *ilmu laduni* by Allah SWT.

Aizid (2013: 47-48 and 386) defines the basis of LQ in the Qur'an lies in the *QS. Al-Baqarah: 282, QS. Al-kahfi: 65-66, QS. Al-Ankabut: 69*, and *QS. Al-Qasas: 7*, while in the hadith are as follows: 1) The Prophet Said: "There used to be some of the followers before you who were inspired. Even if there is one person from my Ummah who were inspired, that person must be Umar (Mutafaqqun 'alaih). 2) The Prophet Said: "Beware of premonition of the believers. Because he sees the light of God "(H.R At-Tirmidhi). 3) The Prophet Said: "Whoever mengikhlaskan himself to Allah (in worship) for 40 days, it will be born the sources of wisdom from the heart through the tongue," (HR. Abu Dawud and Abu Nu'man).

In the book of Tasmara (2001: x), the basis of LQ in the Qur'an lies in the *QS. Al-Araf: 172, QS. Al-Qaf: 16, QS. Al-Baqarah: 115*. While in perspective Enha (2011: 66-68), the verses of the Qur'an which indicate the existence of *laduni* potential intelligence, namely *QS. Al-Baqarah: 282, QS. Al-Alaq: 1-5*, and *QS.An-Nisa: 113*.

The Learning Objective of *Laduni Quotient* (LQ) Learning Theory

Implicitly, the learning objective of LQ learning theory is to realize *ulul albab* generation. Saefuddin (1987: 34) states that *ulul albab* is Muslim intellectual or thinker who has a sharp analysis of the phenomena and natural processes, making the ability to build and create benefits for human life. In other words, *ulul albab* is a person who mastered the knowledge of religion and science, like the characters that exist in the golden age of Islam (Ibn Rushd, Ibn Sina, etc.).

Enha (2013: 121-127) argues that *ulul albab* generation is the generation that is able to cultivate his thoughts, controlling the wildness of their *dzuaq*, reconciling the innovation of their *sadr*, guiding their *Fuad*, and exposing their *bashirah*. Such kind of generation consisting of those who are able to treat their *lubb* and mastering it (*ulul-albab*), then they will appropriately maintaining the balance of their *nafsani-spiritual* and world-hereafter, as well as synergize think-*dhikr* and the knowledge of science-religion. On the other hand, they always embellish their behavior with the attitude of politeness and *akhlaqul karimah*. Therefore, *ulul albab* are those who have purified and filling thier *nafs* continuously, so that the door of their *llub* is in open-condition, the light within the *llub* itself will be connected to the light within their intelligence of the soul, and then the *khazanah islamiah* (*ilmu laduni*) will enter along side with the light of the spiritual intelligence.

Additionally, Tasmara (2001: x) adds that those who are spiritually intelligent and called as

the *ulul albab* believed that they would reach the pure degree of humanity as long as they are responsible and prove it within real life by showing responsibility to God, humans and nature, so that they are able to express themselves clearly that they are only servants before God (*'abdullah*). Before God, their ego will seem to disappear so he cried out within their *takbir*. While interacting with others, they are presented themselves as a figure of the caliph *fil 'ardhi*: showing the attitude as the role model (leadership by example) who gives positive influence and inspiration as well as creative imagination to humans. Humans as God's perfect creation (*ahsanit Taqwim*) have responsibility as a reflection of the love for Allah SWT.

Likewise, this kind of man who will always upright and cross-legged every night on his stillness of the night with a clear soul. They are fully committed to achieve the degree of faithfulness. Those kind of values got from what he had done in the night, then will be applied the next day in the real life. That is why, an *ulul albab* always incorporate the concept of *abdullah-khalifatullah* within himself with an extremely intimate relationship, so that an *ulul albab* is not only live in the silence and clarity of mind alone, but also to optimize all of his potential intelligences that has been given to him as human being. Therefore, he will always be serious in seeking knowledge and analytical-critical acuity (IQ). Moreover, he will be responsible and be able to be agents of social change (EQ). By using this high morale, he processes the quality of his life and also being able to optimally utilize his expedience (SQ). He is also very optimistic and creative in the creating ideas (*dzauq*). Furthermore, he will accommodate a variety of problems pleasurably, summarizes the disagreement, as well as the communicating with other people politely (*sadr*). Using his eyes which are free from sins, he is able to absorb *qauliyah* verses, *kauniyah* and *haliyah* verses (*Fuad*). That is why he is very strict in choosing which one is *haq* and *bathil*, and always be patient when facing all of the problems (*bashirah*) (Enha, 2013: 121-122).

Specifically, Imam Al-Ghazali (Harith, 2005:45) defines the characteristics of *ulul albab* which are able to develop *laduni* intelligence, so that he/she has the *ilmu laduni* i.e.: it does not take much effort (to learn) to generate knowledge, does not find any difficulty in learning, less in learning, the result is enormous, a little tired, and a long rest. Meanwhile, Rahmat (1986:213-215) suggests that there are five characteristics *ulul albab*,

namely: a) the sincerity of seeking knowledge and the love towards Allah (QS. Ali Imran: 190); b) having the ability to separate a good and bad things and also directing his ability to select and follow the goodness (QS. Al-Maidah: 3); c) being critical in receiving knowledge or hear others' speech, having the ability to use words appropriately, examining theories, propositions and arguments presented by others (QS. Al-Zumar: 18); d) having the willingness to pass on their knowledge to others, having a responsibility to improve society and called upon him in becoming a pioneer to the creation of the benefit among the community (QS. Ibrahim: 2 and al-Ra'd: 19-22); and e) being afraid to Allah (QS. Al-Baqarah: 197 and al-Thalaq: 10).

The characteristics of *ulul albab* proposed by Jalaluddin above, the items number 1-3 and 5 associates with the ability to think and *dhikr*, and the fourth item related to the ability to work positively and being useful to humanity. Thus, an *Ulul Albab* is a community that has certain advantages and has great impact on social transformation. The quality itself is related to the depth of spirituality (*dhikr*), the sharpness of his analysis (*Fikr*) and its major influence for life (righteous deeds). In other words, the quality of *ulul albab* is a comprehensive quality or according to Rahardjo (2002: 557) is a person or people who have a multi-layered quality.

Additionally, the learning objective of LQ learning theory is to create a *Pancasialis* generation. *Pancasialis* generation refers to a generation which holds the Pancasila as its ideology (kbbi.web.id/Pancasila). In Indonesia, there are so many Muslim leaders who are believed to have *ilmu laduni*. With such knowledge, they are very influential and beneficial to the State and the Indonesian people in maintaining and preserving the Pancasila and the Republic of Indonesia, one of which is KH. Achmad Siddiq and KH. Hasyim Ashari.

As the results of the dissertation research in the Doctoral Program done by Syamsun Ni'am in UIN Syarif Hidayatullah Jakarta in 2006 and recorded as a book entitled, "The Wisdom of KH. Achmad Siddiq: Membumikan Tasawuf" states that one of the thoughts of KH. Achmad Siddiq which is very monumental is NKRI based on Pancasila as the final form and should not be changed, so that within the life of the nation, all of Indonesian people must acknowledge and accept Pancasila and the NKRI. When it is viewed from the background figure of KH. Achmad Siddiq, this particular thought is very surprising because he is actually a figure who practice the *Sufi dhikr wird al-Ghafilin* and does not usually bother with the problems of the world, but KH. Achmad Siddiq is still able to have a very large contribution to the Indonesian nation. Syamsun Ni'am explained, the thought of

KH. Achmad Siddiq through the mystical teachings has brought far-reaching implications and fundamental as the acceptance of Pancasila as the sole principle in the life of society, nation and state (2015: 381-398). This has proven that when a servant closer to Allah then Allah's knowledge is very beneficial and easier to get in to His servant. The divine light filled with useful knowledge and blessings may be likened to a burning candle in a clear glass and tucked away in a beautiful alcove. This niche is the hearts of those who believe and have faith. Moreover, inspiration is the light that comes to the hearts of His servants who are clean and pure (Nicholson, 2000: 39-40).

Likewise, this also happens to the prominent and great heroes of Islam Indonesia, KH. Hasyim Ashari. As Yusrianto research results (2014: ii), he explains that KH. M. Hashim Ash'ari is a great Islamic scholars and intellectuals. The results of his thinking are very influential for the people and the nation of Indonesia. One big idea of his is the resolution of jihad. This resolution contains fatwa about jihad to liberate the Indonesian nation from invaders, so that the Indonesian nation remains united within the scope of the Homeland. Theoretically and empirically, K. Hashim's thought is very illogical or irrational, because at that time the colonial have tremendous powers of the people of Surabaya and surrounding areas, so it most likely that K. Hashim and his people are not going to win and even caused many casualties. However, because of this thinking comes from the knowledge of God's light, this great thought give significant benefit to the people and the nation of Indonesia, which is in form of a victory that belongs to the people of Surabaya and surrounding areas in particular, and Indonesia in general. Muh. Al- Shofi Mubarok and Sudarno Shobron (2015: 136-143) concludes that the ideas of K. Hashim in form of jihad resolution is considered to be a determining factor in the continuing independence of Indonesia and strengthening the NKRI.

The Learning Application of *Laduni Quotient* (LQ) Learning

All human beings have the potential of *Laduni* intelligence, but not all human beings can develop it to get the *ilmu laduni*. *Ilmu laduni* is a gift from Allah SWT. given to His best servant, either right from the birth or since he is trying to get the *ilmu laduni*. If it is given to His servant from the birth, then it is a direct grace given by God to him. If it is given to His servants who seek to gain *ilmu laduni*, it means that he has been taking several steps to get the *ilmu laduni*. Therefore, there are some steps within the applications of the *laduni* learning process for humans to develop the *laduni* potential intelligence in getting *ilmu laduni*. According to Imam al-Ghazali (1988: 118) there are three ways that can be done, as follows:

The first step is doing the process of *riyadhah*. *Riyadhah* refers to the process of training the soul in truth and sincerity. As in mysticism, the process *riyadhah* is divided into two: (1) *mujahadah*. In the perspective of literal meaning, *mujahadah* means war. Meanwhile, according to *syara'*, it refers to a war against the enemies of Allah. According to expert, it is a fight against the passions of anger *bis-suu'* and imposes him to do something serious in accordance with the rules of *syara'*; and (2) *muraqabah*. *Muraqabah* represents the union between God, nature, and the person. From the perspective of its meaning, *muraqabah* is the effort to always feel supervised by Allah (muraqabatullah). *Muroqabah* means a mutual monitoring, stalking each other, or for each other. In a study of Sufism/institutes, *muraqabah* in the sense of that language occurs between servant and God. Most of sheikhs describe *muraqabah* as the condition when the greeting of servant answered by God. As Allah says in the Qur'an, *Al-Ahzab: 52*, *QS. Ar-Ra'd: 33*, *QS. Al-Alaq: 14*, and *QS. An-Nisaa: 1*. According to Imam Al-Ghazali, *muraqabah* is done by purifying the heart from sins, dissociating heart to the world, as well as doing *riyadhah* which is based on three concerns: a) *takhali*, refers to the process of releasing and preventing the heart from every bad things. Avoiding *hasud*, *takabbur* and *kibr*, angry, and lies; b) *tahalli*, which decorates hearts with dormant qualities. *Ilmu laduni* can be obtained also by a person who is always do the right things; and c) *tajalli*, refers to the condition when the heart has been freed from the bad things and decorated with the good things, then the heart will be clean like a mirror reflecting shadows perfectly.

The second step deals with the process of *tafakkur* (thinking). Although *ilmu laduni* is recognized as a knowledge that comes from the heart, but the process can also be done by optimizing the logical intelligences. The soul within its life, will always learn from empirical experience. When these empirical data are processed within the process of thinking, surely his knowledge will be more developed and expanded. In the Qur'an, there are a lot of verses that invites people to constantly contemplate God's creations. For example, God commands us to see how the process of sunrises and sunsets, the process of creating a mountain, and even the creation of man himself, as well as many more. This explanation can be seen in the Qur'an. *Ali Imran: 190-191*, *QS.*

Al-Anbiya: 30, and *QS. An-Naml: 88* (Aizid, 2013: 81-112).

The third step is doing the learning process gained through the acquisition process of all the knowledge and making the most perfect part of a large number of the knowledge itself. These three steps can be realized by human who has pure or clean body both physically and mentally. This kind of human will be able to know his God as close as his neck veins. Logically, science is a *nur* (light) of God, so that when the heart is like a clean glass, then the reflected light will be very clear. *An-Nur* (*nubuwah*) then becomes a theory which subsequently became a reference theosophical mysticism like *hikmah ilahiyah* of Ibn 'Arabi, *hikmah Isyraqiyah Suhrawardi*, and so on (Schimmel, 1986: 267).

Meanwhile, Tasmara (2001: 58-89) argues that strategy to obtain *laduni* intelligence are as follows: *mahabbah*, *riyadhah*, *mujahadah*, *muhasabah*, *muraqabah*, actual prayers which also mean a *maqam* or level of *ihsan* which spawned the feeling of "I feel being observed by the camera in any state", the one who cries in which it makes him be more focused. *Al-Israa ': 109: Maryam: 58*.

Moreover, Enha (2011: 151) states that the way to develop *laduni* intelligence is that a person should be able to get into the center of the soul energy atmosphere. He will be able to enter the area when he is able to manage his soul (*nafs*), heart cleansing (*qalb*) from internal lust (*hawa*) and external lust (lust), managing consciousness intellect (*aql*), optimizing the mind (*Fikr*), beautifying intuition (*dzauq*) and his creativity (*as-sadr*), sharpening the eyes of the heart (*bashirah*), and soften the deepest core of conscience heart (*lubb*). Without having all of this, reaching the *laduni quotient* (LQ) will be more fictional and merely as imagination.

Therefore, developing the *laduni* intelligence can be reached through many avenues, because for anyone who *bermujahadah* to Him, they will be shown a variety of way, as in the Qur'an Surah Al-Ankabut verse 69. One of the strategies is through the road of *wird*. In our cultural perception, *wirid* refers to a particular reading done regularly and continuously. There are so many forms of kinds *wird* used to achieve *ilmu laduni*. Through readings taken from *asmaul husna*, the verses of the Qur'an, or the prayer of the Prophet Muhammad, the privilege of prayer done by Prophet's companions, the prayers done routinely by the Islamic scholars or even certain prayers compiled (enha, 2011: 151-152). While Aizid (2013: 113-123) explains, in addition to the above strategy, there are other

strategies to gain *ilmu laduni*, such as learning, being afraid of Allah, implementing the knowledge, avoiding to love worldly things, praying, and preaching (*dakwah*).

Thus, from a variety of strategies above, developing *laduni* intelligence or gaining *ilmu laduni* can be done in two ways: First: *wahby*. *Wahby* refers to an effort with no learning process, but tried to be as close as possible to God, as *riyadhah*, *mujahadah*, *muroqabah* and so forth. Second, *kasyby*. Kasyby deals with the process of developing *laduni* intelligence through the learning process such as through the process *iqra*, *tafakkur*, writing, and researching. The following is the flow chart of learning applications in developing LQ:
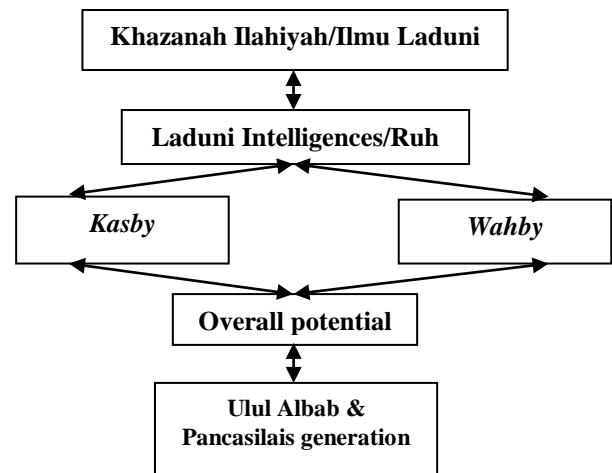
Figure 2. The Flow of Learning Application in Developing *LQ*

CONCLUSION

The *Laduni* Intelligence / *Laduni Quotient* (LQ) is the truest intelligence related to the wisdom, truth and divine knowledge. This intelligence produces a very deep sense of love to the truth (*mahabbah lillah*), so that all of his actions will be guided by *ilmu ilahiah* (*'ilm Laduni*) that drove him to ma'rifatullah. In making it works, is not only requires the optimization of the potential within the brain, but also the utilization of reason, multiplying the potential of the heart, and reach the region of *ruh-ruhaniyah*. That is why, *laduni* intelligence is not likely to grow only by using the potential of thinking, but also the utilization of the remembrance potential (*dzkir*). Hence, the *laduni* intelligence will connect the IQ, EQ and SQ which is operating in the areas of brain with other intelligence devices such as *dzauq*, *aql*, *sadr*, *Fu'ad*, *bashiroh*, and *lubb* (which operates in the area of the Heart). When the intelligences and the heart are combined and work cooperatively, it will also be connected with the totality of spiritual intelligence (which operates in the region *ruh*).

Therefore, to operate the *Laduni* intelligence, then a servant needs to go through the learning

process. Learning within the perspective of LQ is a process or attempts to gain *laduni* knowledge by developing the *laduni* potential intelligence at the center of all the potential intelligences that exist in the bodies and *nafs* (intelligence: IQ, EQ and SQ; and the heart's intelligence: *aql*, *dzauq*, *sadr*, *fuad*, *bashirah* and *lubb*), so that all of the potential will benefit to the life in the world and after-world. This learning theory originated from the Qur'an (*Surah Al-Kahf: 65*, *QS. Al-Baqarah: 115 & 282*, *QS. Al-Ankabut: 69*, *QS. Al-Qasas: 7*, *QS. Al-Araf: 172*, *QS. Al-Qaf: 16*, *QS. Al-Alaq: 1-5*, and *QS.An-nisa: 113*) and the Hadith of the Prophet Muhammad. (History Mutafaqqun 'alaih, At-Tirmidhi, Abu Dawud and Abu al-Nu'man in Hilyah). Whereas the objective is to realize an *ulul albab* generation like the Islamic prominents that exist in the golden age of Islam (Ibn Rushd, Ibn Sina, etc.) and Pancasilais generation like the Islamic leaders in Indonesia (KH, Achmad Siddiq, KH. M. Hashim Ash'ari, etc).

LQ learning applications falls into two strategies: 1) *wahby*; *Wahbi* refers to an effort without involving learning process, but through being closer to God, as *riyadhah*, *mujahadah*, *muroqabah* etc., and 2) *kasyby*; kasybi deals with the process of developing *laduni* intelligence by learning or giving extra efforts, such as through the process *iqra*, *tafakkur*, writing, and researching.

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KYAI LEADERSHIP IN IMPROVING ORGANIZATIONAL PERFORMANCE IN PESANTREN

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ABSTRACT

Leadership plays an important role towards the advanced or failure of an organization, as well as with the leadership of Kyai in pesantren that is unique in organizational systems. Kyai as a leader in the pesantren must be a man who has a broad view and have a strong commitment to education management with the values relegiuitas high and the fulfillment of the demands of an increasingly complex society. Kyai as pesantren leaders are required to uphold the noble valuesthat become a reference in the act and develop schools in accordance with the times. Of course, every pesantren has the character and uniqueness, as well as pondok pesantren Nurul Jadid Paiton, Probolinggo. In the system of leadership, Kyai as the supreme leader at the pesantren are required to maintain the Islamic tradition, the tradition of knowledge that became his trademark to be developed in accordance with the expectations of all parties. In addition, to create a superior corporate governance, the Kyai also required to have good managerial skills in shaping the organizational climate of pesantren in order to create professional organizational performance. Organizational performance in pondok pesantren Nurul Jadid Paiton Probolinggo is part of the spirit and the religious spirit capable of mobilizing and moving the entire component schools to achieve organizational goals. Therefore, Kyai must have proven strategies in order to improve their performance in order to achieve the vision and mission of comprehensive schools.

Keywords: kyai leadership, organizational performance

Pesantren including any one of the oldest Islamic education in Indonesia whose existence is increasingly demanding public. The existence of schools indicated the absence of planning "mature" when viewed inception, so the layout of the building boarding school rather "sembrawut" and cenderungl disassembly layout of the building. Usually the establishment of boarding starts from the community's trust someone who is considered 'alim (versed in religion), by chanting the Qur'an then berlajut on materials classics (religious material). Patience, concern in spreading religious teachings, as well as unconditional ("sincerity") which was engraved in people 'alim (Kyai), it makes people have a sense of empathy that is not terbendungi so that the enthusiasm of people to chant, religious study and even publish on others not inevitable.

Kyai as supreme leader has the freedom Yag as possible to megambil actions and policies related to the management of schools, resulting Adaiah various model schools following pressure (special character or characters each (Maunah, 2009, p.3). On the side others that Kyai a single center of power that control the sources of knowledge and authority, and into a stand for his students. Then Kyai be leaders who serve as well as protect the students, according to the background of the establishment of the pesantren.

Leadership is a part of the organization of schools, even an urgent matters in the course of pesantren education institutions, particularly in Nurul Jadid Paiton, Probolinggo. This can be seen in the fact that when a leader has done its job properly manage the organization then the organization will be good anyway. In Islam leadership (to appoint a leader) is highly recommended, even when in a group numbering two or three people were ordered to lift one of them to be a leader. In essence, a brilliant leader is a leader who has all the attributes of leadership. Ideally this is so. But everyone has their advantages and disadvantages (Munawwir, p. 167).

Nurul Jadid Islamic boarding schools since the founding progress rapidly without leaving the old traditions are still considered relevant. The development of Nurul Jadid Islamic boarding schools are not necessarily seen santrinya quantity, but the implementation of organizational life and its people are very close to the values relegius who become daily activities. From the establishment, Nurul Jadid Paiton Probolinggo have developed formal educational institutions in addition to boarding school education. Although boarding schools iconic "modern", seems to be in the thick leadership with values relegius nuanced in akhlakul karimah.

In developing the educational institution, Nurul Jadid Paiton Probolinggo requires a leader who is able to provide the opportunity to achieve

the goal the establishment of boarding schools and are able to create a healthy organizational climate, so that the quality of education in Nurul Jadid Paiton Probolinggo quality and competitiveness. One of the leadership system capable of reaching these objectives is the behavior of the leadership shown in managing the organization he leads (Purwanto, 1991, p.48).

Kyai position as leader schools are required to uphold the noble values that become a reference in the act, act and develop schools in accordance with developments. Of course, every boarding school has its own character, then Kyai as a leader institution is also required to maintain a culture of schools that have been built and improve organizational performance schools. Scientific culture concerning science developed and diunggulan at the institute, while the performance of organizations is an attempt Kyai boarding schools as a leader in improving the performance of all components of boarding schools in order to accomplish a common goal.

Kyai's leadership in improving organizational performance in Nurul Jadid Paiton Probolinggo is necessary, given the performance of the organization pesantren become a benchmark of achievement of the objectives of education in it, so it becomes a strong motivation for Kyai manage pesantrennya and determine the system of organizational behavior in it.

The existence of Kyai as pesantren leaders, in terms of roles and functions can be viewed as a phenomenon unique leadership, because in addition to leading educational institutions of Islam were not only make the curriculum, making the order, designing evaluation systems at the same time implementing the learning process associated with religious knowledge her care, she was also a builder, community educators and community leaders as part of improving organizational performance schools. These conditions require a Kyai in the role and function to have the wisdom and insight, skilled in the religious sciences, capable of instilling attitudes and views and shall become a top figure (example) as a good leader.

The focus of this research is "Kyai leadership in improving organizational performance in Pesantren Nurul Jadid Paiton Probolinggo". Based on the focus of this study can be formulated the problem as follows; 1) How does the behavior of the leadership of Kyai in pesantren improve organizational performance, 2) How is the performance of the organization? 3) What about the implications of the behavior of the leadership of Kyai in

improving organizational performance in Nurul Jadid Paiton Probolinggo?

According to John D. Pfiffner & Robert Presthus, *"Leadership is the art of coordinating and motivating individuals and group to achieve desired ends"* (Presthus, 1961, p/81). According to Martin J. Gannon, *"Leadership is the ability of a superior to infuence the behavior of subordinates; one of the behavioral in organization* (Gannon, 1982, p. 574).

As previously stated by Bernard M. Bass that each person can define leadership, it menunujukkan how widespread sense of a leadership itself. In addition to the understanding of leadership in general may also be classified understanding of leadership specifically according to the needs and interests interact in a community to achieve the goal.

According Mujamil Qomar "Kyai more than a teacher, Kyai position similar to the position of king. Kyai owning, maintaining, nurturing and developing certain schools so honored Yag very high (Qomar, 2005, p. 53).

Binti Maunah, "Kyai as caregivers (supreme leader) has the freedom pant possible to take any action or policies related to the management of schools, resulting in their various model schools following pressure (special character or characters respectively) (Maunah, 2009, p. 3).

Leadership is an influence process relationships that occur in a community that is directed to the achievement of common goals. Besides, if you see the leadership formula proposed by Paul Hersey and Kenneth H. Blanchard, the relationship between the leader and the led should not always be in a hierarchical relationship. This suggests that the definition of leadership is the process of someone who has the art or the ability to influence, coordinate and mobilize people so that cooperation arises regularly in an effort to achieve common goals that have been set or formulated.

Leadership of an official nature (formal leadership) that leadership is summed up in an official leadership positions in its implementation always on foundations or official regulations (Suprayogo, 1999, p. 182). Thus, leadership is everyone who is able to guide, direct, encourage, encouraging others towards the goal, or in other words, leadership is everyone who is able to guide, direct, encourage, encouraging others towards the enhancement and improvement of the quality of education.

While the behavior is what one does and what others receive or feel and become an action. Behavior is a function of the interaction between an individual and his environment (Mohyi, 1999, p. 131). Leadership behavior is the response of the individual as a motivator in an organization against actions which can be observed and have a positive

or negative impact on an organization. Leadership behavior is a behavior pattern that is shown at the time that person affects the activity of other people as perceived others.

Leader in carrying out daily tasks must be based on the orientation of the leadership that characterizes the behavior of the application. One of the reviews about the leadership behavior that is applied is oriented leadership behaviors and task-oriented leadership behaviors of human relationships. The leadership orientation can be called dimensions of leadership

In its development, leadership theory has an assortment of theories to explain how to lead and the community he leads. Mara'at offers five theories in leadership theory, namely "environmental theory, the theory of personal-situational interaction theory, humanistic theory, and the theory of expectations. James Owen, in his The Leadership Game, two theorems and one matrix, namely trait theory, and Matrix of Leadership style. While Tannenbaum and Massarik in his Leadership; a frame of reference, suggests several approaches to see such leadership trait approach, situational approach, and follower-orriented approach (Umam, 2010, p. 276).

According to George R. Terry, there are six theories about leadership, namely;

a. *The Stuasional Theory.* Leadership stated that there should be enough flexibility in leadership to be able to adapt to situations situai different. Leadership is multidimensional. In this theory of leadership is composed of four variables; the leader, the followers, the organization and the influence of social, economic and political.

b. *The Personal Behavior Theory.* Leadership can also be studied on the basis of personal qualities or behavior patterns leaders. This approach emphasizes what is done by the respective leaders in the lead. One important contribution of this theory is that a leader does not behave the same or perform the same actions in each situation.

c. *The Supportive Theory.* in this case, the leaders take the position that the followers wanted to carry out their businesses seaik possible and lead them best done by supporting their efforts. For that purpose, the leader creates a work environment that helps stimulate the desire of every follower to cooperate with other parties as well as develop their own skills and abilities ... some are named theory of democratic leadership.

d. *The Sociological Theory.* In this theory, the leadership considered to be made of the efforts of labor; 1) Helping the activity-activity of the followers, and 2) Trying to resolve any conflict between the followers oraganisatoris. Leaders set goals for where the followers participated in the final decision-making areas. Identify the purpose of providing direction that is often required by the followers.

e. *The Psychological Theory.* The principal function of a leader is to develop the best motivation system. Leaders stimulate subordinates to help achieve organizational goals and to satisfy their own objectives. Leadership motivates very concerned sifa-subordinate properties such as; recognition, emotional certainty and the opportunity to adjust degan the desires and needs of people.

f. *The Outocratc Theory.* Leadership is based on this theory emphasizes the commands impositions and acts somewhat arbitrary in an association leaders who are concerned with the subordinate parties. Leaders here tend to focus on the job; he held a close supervision so that work is carried out according to plan and he took advantage of measurements in the field of production to achieve the goal (Terry, 2012, p. 354).

Performance is defined as; something that is achieved, demonstrated achievement and employability (Wasmin, 2008, p. 48). Performance is the success of the personnel, team, or organizational units in realizing the strategic goal previously set with the behavior expected (Mulyadi, 2007, p. 337). As for the definition of performance by the experts as follows;

a. According to Tika, performance is the results of job functions / activities of a person or group in an organization that is affected by a variety of factors to achieve organizational goals within a specified time (Moh Pabundu Tika, 2006, p. 121).

b. According Mangkunagara, performance is the result of the quality and quantity of work accomplished by an employee in performing their duties in accordance with the responsibilities that will be given to him (Mangkunegara A. A, 2007, p. 67)

c. Performance (performance) is an overview of the level of achievement of the implementation of an activity / program / policy in achieving the goals, objectives, mission and vision of the organization as stated in the strategic planning of an organization. The term is often used to refer to the performance or achievements of the success rate of individual or groups of individuals (Mahsun, 2006, p. 25).

The definitions indicate where performance is a record of the effects produced on a job function or activity for a certain period associated with organizational objectives. A person's performance

is a combination of capabilities, businesses and opportunities that can be measured from the effects it produces. Therefore, the performance not about personal characteristics exhibited by a person through the work that has been and will be carried out by someone. Performance can also be interpreted as an individual's success in doing his job. The measure of success of each employee depends on the function of specific work in the form of activity for a certain period. In other words, the measure of success is based on the performance of the applicable size and adjusted to the type of work (Khaerul Umam, 2010, p. 186).

While the organization is defined as a group of people who are working towards a common goal under a single leadership. In other words, the organization is a plan for cooperative efforts in which each participant has a recognized role for the run and obligations or tasks to be implemented (Chaniago, 2011, p. 19).

Organizational performance is an overview of the work of the organization in achieving its goals will of course be influenced by the resources owned by the organization. The resources in question can be either physical or nonphysical human resources such as regulation, information, and policies, to better understand the factors that can affect an organization's performance. The concept of organizational performance also illustrates that each public organization providing services to people and to do the measurement performance by using performance indicators are there to see whether the organization has conducted its duties well and to identify its purpose has been achieved or not.

Performance is a commonly used to monitor the productivity of human resources-oriented production of goods, services or service. Similarly, the embodiment of a proud performance as well as the intrinsic rewards. This will continue in the form of subsequent performance, and so on. In order to achieve a professional performance should be developed such things as: volunteerism, personal self-development, development of mutually beneficial cooperation, as well as full participation.

That will happen when a leader to know about the factors that affect the performance of subordinates, namely; ability factor and motivation factor that is described as follows;

a. Factors ability. Psychologically, the ability of employees consists of the potential ability (IQ) and the ability to reality (education). Therefore, employees need to be placed in a job that matches his skills

b. Motivational factors. This factor is formed from the attitude of an employee in the face of the work situation. Motivation is the result of a result to be achieved by someone, and someone who estimates that his actions would lead to the results that he wanted it. That is, if someone really wants something, it will open the way to get it, so concerned are motivated by the desire and will work to get it. Motivation is a condition that drives the employees toward the achievement of goals.

c. Mental attitude, a mental condition that encourages a person to strive to achieve the fullest potential labor (Mangkunegara, 2000, p. 47).

Based on these opinions can be concluded that the employee's performance is influenced by factors both internal and external factors of an employee. The external factors are closely related to the situation or conditions of employment at a company or organization, one of the problems and conflicts.

Effective managers will utilize the organization's resources in a way that produced good work and satisfaction for those who participate in carrying out the necessary work. There are two criteria related to an individual's performance, the effectiveness and efficiency (Schermerhorn, 2003, p. 5).

There are two basic categories of attribution: it is internal or dispositional (associated with the properties of people), with which are external or situational (which can be connected to one's environment). For example, the behavior (in this case the performance) can be traced to specific factors such as ability, effort, task difficulty, or good fortune. Ability and effort are the causes that are internal to external. Nonetheless, a number of other factors may also affect performance, such as behavior, attitude and actions of the subordinate co-workers, or leadership; resource constraints; economic conditions; and so on (Timpe, 2002, p. 33).

From this it can be seen that the effectiveness of the performance is a measure of the achievement of a task or goal. While the efficiency of the performance is to measure the cost of the necessary resources in connection with the achievement of a goal, in this case is the ratio between the output (output) generated by the real input (input) used.

Organizational performance is an indicator of the level of achievement that can be achieved and reflects the success of the manager. Organizational performance is how far the level of ability of the tasks of the organization in the achievement of objectives in accordance with the capabilities and program / policy / vision and mission that has been set previously.

Organizational performance meant as an overview of the work of the organization in achieving its goals will of course be influenced by the resources owned by the organization. The resources in question can be either physical or nonphysical human resources such as regulation, information, and policies, to better understand the factors that can affect an organization's performance. The concept of organizational performance also illustrates that each public organization providing services to people and to do the measurement performance by using performance indicators are there to see whether the organization has conducted its duties well and to identify its purpose has been achieved or not.

The performance of an organization can be seen from the degree to which the organization can achieve the goals that are based on the vision and mission that have been defined previously. For that, we need some information about the organization's performance. The information can be used to evaluate the work done for this organization, has been in line with the expected goals or not.

Performance is used to monitor the productivity of human resources-oriented production of goods, services or service. Similarly, the embodiment of a proud performance as well as the intrinsic rewards. This will continue in the form of subsequent performance, and so on. In order to achieve a professional performance should be developed such things as: volunteerism, personal self-development, development of mutually beneficial cooperation, as well as full participation.

Organizational performance in educational institutions boarding will happen when a leader / Kyai know about the factors that affect the performance of subordinates so that a system of organizational behavior in leadership. Factors affecting the performance of individual labor, namely; their ability, motivation, support received, the existence of work they do, and their relationship with the organization (Jackson, 2002, p. 82)

While the factors that affect a person's performance include;
1. Personal factors / individual, covering elements of knowledge, skills (skills), ability, self-confidence, motivation, and commitment possessed by each individual teacher
2. leadership Factors, covering aspects of the quality of the manager and the team leader in providing impetus, encouragement, guidance and support to the work of his subordinates

3. Team factors, including the quality of support and encouragement given by colleagues as a team, trust in his fellow team members, compactness and the closeness of the team members
4. System Factors, including working system, working facilities given by the leadership, organizational processes and work culture in the organization (Maisah, 2010, p. 130).

As a leader in pesantren, Kyai a central element in the life of schools, not only because the clerics who became the main support of the continuity of the education system in schools, but also because kyais figure is a reflection of the values that live in the community of students. The status and influence of clerics is located on privately owned virtue clerics, namely mastery and depth of religious knowledge, piety is reflected in the attitudes and daily behavior that reflects the values of life and is characteristic of pesantren as sincere, tawadhu`, and orientation to life ukhrowi to achieve riyadhah. Kyai is the most essential element of a boarding school. He often even the founder. It's only natural that the growth of a boarding school depends solely on his personal skills clerics.

Kyais with an excess of knowledge of Islam, is often seen people who will always be able to understand the greatness of God and the secrets of nature, to thereby they are considered to have a position that is not affordable, especially by most laymen. In some ways, they showed their specificity in the form of dress which is a symbol of wisdom, namely cap and turban.

Obviously, the behavior of the leadership of Kyai - in running the organization in boarding school - had a large stake in creating his students were ready for use in the community, both in terms of keilmuaan, religious, and akhlakul karimah. The amount of responsibility carried by Kyai in pesantren leads provide a strong motivation to do the best for his people, especially in improving organizational performance in pesantren.

Performance Kyai organization through leadership behavior can be analyzed using the balanced scorecard measurement as stated by Robert S. Kaplan and David Norton. According to him, a balanced scorecard measurement system consists of four perspectives, namely; financial perspective, customer perspective, internal business and learning and growth perspective (Panagiotis, 2010). The perspective can be described as follows;

Departing from the theory, it can be seen how effective leadership behavior in running wheels Kyai organization in boarding school. In this case there are several factors that cause clerics boarding school leaders can improve organizational performance significantly. Factors may include five

things: First: traditional ties, the traditional bond between clerics and internal boarding school, with the government and the environment, is very strong and unified and therefore contributes to the dynamics of the process of life in the village. Bond that exists between elements of the boarding school with a social environment that can shape social and political power, so that the traditional ties together have the power to respond to what the will of clerics.
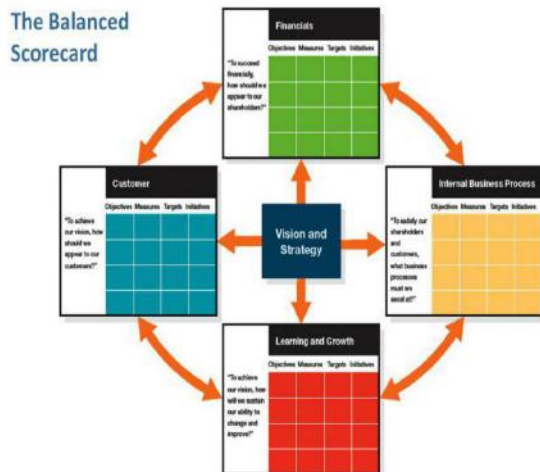
Second, intellectual ability, Kyai usually intellectual superiority. He was able to eliminate the bad intentions that threaten the existence of the self and its institutions and are able to utilize people's religious loyalty to his charisma. Third, the relationship. In the perspective of sociology, religious scholars sebgai figure deemed high status, honored and respected by the community. The above similarities beliefs and values, religious scholars can establish patterns of interaction and relationship between boarding school with rural communities. Fourth, the ability to mobilize. The rhetoric of charismatic clerics with the power lead which is supported by moral and religious authority is able to mobilize people for social purposes, including for political interests. Fifth, the catalyzing force, messages kyais boarding school in the fields of religion, education and social welfare are given in order to realize common (Mas'ud, 2004, p. 120).

METHODS

This study uses qualitative case study type design with a single site. The case studies in this research is a deep study on an individual, a group, an organization, a program of activities, and so within a specified time. The purpose of this study to obtain a full and in-depth description of Kyai Leadership Behavior in Organizations Improve Performance in Nurul Jadid Paiton, Probolinggo.

To determine the source of the data in this study, researchers used a technique purposive. Engineering data collection is done through; observation, depth interview, documentation, Focus Group Discussion. While data analysis is done through; data reduction, a data display, and conclusion drawing / verification.

RESULTS

Departing from the results of research in the field, it is known that the behavior of the leadership of Kyai in improving organizational performance in Nurul Jadid Paiton Probolinggo, building on the theory Ohio State among others; 1) Initiating Structure, which includes; determination of the vision and mission of schools, creation of a task force, delegation of authority, establish networking, organizational performance evaluation, 2) consideration, which includes; persuasive communication, accommodating to the input (absorption aspiration), participative decicion making, 3) value oeriented, which include; maslahah lil 'maid, uswatun hasanah, khidmah lil ma'had and discipline

Organizational performance in Nurul Jadid Paiton Probolinggo through leadership behaviors clerics with Balanced Scorecard is based on the theory presented by Robert S. Kaplan and David Norton as follows; 1) The financial perspective covers; a) the creation of efforts to strengthen the system of funding schools through; housing management, manufacture mini market, fueling stations, management of mineral water, bmt management nurja mu'amalat, b) financial centralization pesantren, c) a financial investment in a few sectors, d) financial planning in accordance with the strategic plan of pesantren, e) creation the financial system is accountable and transparent, f) the balance between expenditure with the desired result. 2) The customer perspective include; a) education in schools for all levels of society, b) many enthusiasts (new students) to educational institutions in the pesantren, c) the many achievements of students in academic and non-academic, d) increasing the quality of service in schools, f) the availability of development interests and talent students, g) the availability of assistance students achievement and less able, h) rising prosperity proportionally, i) the creation of cooperation inten with the external, j) high support from alumni, guardians of students and sympathizers, k) of superior education institutions formal and non-formal, l) the fulfillment of the needs of schools. 3) internal perspective includes; a) development of formal educational institutions and non-formal, b) economic development uniquely pesantren, c) the development of the society, d) the

development of arts and culture, e) development of institutional cooperation, f) the creation of a flagship program of boarding schools, g) curriculum integration of formal and non-formal , i) the number of achievements obtained, j) the implementation of minimum service boarding system, k) the number of alumni who play an active role in the activities of community organizations, l) the number of alumni who became leaders in their communities. 4) Perspective learning and growth; a) educators professional in carrying out their duties and responsibilities, b) increasing the competency and skills of students, c) tersampaikannya information or boarding program as a whole, d) increased work motivation

While the implications of leadership behavior of clerics in improving organizational performance in Nurul Jadid Paiton Probolinggo by referring to the "Theory of Meyer and Allen about the commitment of the organization" appeared in; high confidence of stakeholders to the existence of education and learning in the boarding school, which is marked by the increasing number and achievements of students caused by the quality of education schools are getting better. In addition, educational activities and learning in Nurul Jadid Paiton Probolinggo run effectively and efficiently as well as the behavior of all components of the schools reflect Islamic values.

CONCLUSION

The above study have implications for the improvement of leadership behavior according to the Ohio State Theory. This theory concludes that leadership behavior consists of two dimensions, namely: 1) Initiating structure stating that the structure shows the behavior of leaders in determining the employment relationship between him and led, and his efforts in creating a pattern of organization, communication channels and procedures are clear and; 2) Consideration stating that involves behaviors that indicate friendship, mutual trust, respect, warmth and communication between leaders and followers. Leaders who have a high consideration emphasizes the importance of open communication and participation.

When this theory is implemented in the behavior of the leadership of Kyai in pesantren, then this theory contributes greatly to the achievement of organizational goals. However, according to the findings of researchers in the field, need to be added on the values (value oriented) of the pesantren education institutions as a sub-culture of the nation's culture that have

local knowledge (local indegenius). The value principle is Islamic values as the "spirit" of all the organization's activities in the boarding school conducted by all parties. So this research adds to the conclusions of the theory of Ohio State, that the leadership behavior not only consists of two dimensions but rather consists of from evaluating dimensions, namely; 1) Initiating structure, 2) Consideration, 3) Value-oriented

Second, this study provides theoretical implications, namely to strengthen and enhance the balanced scorecard theory as proposed by Robert S. Kaplan and David Norton. According to him, a balanced scorecard measurement system consists of four perspectives, namely; financial perspective, customer perspective, internal business and learning and growth perspective. When the theory is applied to measure the performance organsisasi in Nurul Jadid Paiton Probolinggo, it can be seen that the performance of the organization through leadership behavior Kyai in pesantren is very good and effective, both financial and non-financial aspects.

Third, the researchers also strengthen and enhance "Meyer and Allen's theory about the organization's commitment is very appropriate to be used in assessing the implications of Kyai's leadership in enhancing organizational performance. The theory argues that organizational commitment can be classified into three categories, namely; affective, normative, and continuance organizational commitment.

By using this theory, the implications of leadership behavior Kyai in improving organizational performance is very large, with felt; an increase in the yield on the quality of educational institutions schools, increases the good relations between groups in the organization of schools, the benefit of the group's activities more effective, conflict or atmosphere compete unhealthy among subordinates is very less and can be minimized, improving mutual understanding among individuals as well as the rise in the business of individual creativity. Through these results, commitment to the organization will be formed.

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THE ACCEPTABILITY OF THEMATIC LEARNING MODELS INTEGRATION WITH CHARACTER IN ELEMENTARY SCHOOL

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ABSTRACT

This study aims to determine the acceptability of developed RPP and CD thematic learning model is integrated with characters for the elementary school level. The design of this research is survey research. The subjects were 20 elementary school teachers in two cities in East Java. Methods of data collection using questionnaires. The data were analyzed descriptively. The results of this research are: 1) Score average includes impression of the RPP and the CD has been developed in 4 (high), the usefulness of the products developed are 4 with a high category. 2) The mean scores for content/materials include: clarity of the RPP and the CD is 4 (high), Understanding the contents of RPP and CD 3.8 (high), the suitability contents of RPP and CD with a score of 3.7 (high). 3) The mean scores for ease of application of products developed (RPP and CD) is 3.6 (high), 4) RPP and CD the thematic learning model with integration of character recommended for use used by 75% of respondents. The conclusion of this study is 1) The thematic learning model with integration of character (RPP and CD) feasible in learning activities in elementary school, because the character formation of students integrated directly into the learning process. 2) The temathic learning model with integration of character (RPP and CD) easily applied in teaching in elementary school because it was developed according to the characteristics and needs of elementary students.

Keywords: the acceptability, thematic learning model, character, elementary school

Efforts to improve the quality of education to do with the improvement of the education system, in this case the government and the school has a very important role. The Government reserves the right to make policies in the field of education, while the school as a place to carry out the policy of the government is to provide education (Setiawan, 2010). One of the policies carried out are changes in the curriculum. The curriculum is a means to achieve a goal and requires its reliability. Just like any vehicle, many imperfections in every curriculum. In the perspective of the interests of the nation, this curriculum vehicle will function and the role of both if the actors and observers have clarity of purpose and a shared vision, a road map is right, and reliability in the utilization of the vehicle (Lie, 2013). Last curricula used in education in Indonesia is currently the curriculum in 2013.

At the primary level, the curriculum in 2013 stressed on the implementation of the thematic approach by integrating character. The policy change the educational curriculum at primary school level has a profound influence on the development of education in Indonesia. One of the policies being drafted is a change in the number of packets subjects to be depreciated, on fusing science subjects into science and social studies lessons are integrated into other subject matter such as Indonesian, Civics, mathematics, as well as increasing the number of school hours.

Some research indicates implementation of thematic learning has been difficult to implement (Harsiati, 2009). Noldy research results (2010) also

showed that teachers do not carry out thematic learning with a variety of reasons. The results of other studies also not much different. Moreover, primary school teachers are also required to integrate the character of learning, which is practically very difficult for teachers. It shows that in the field of teachers needed a model of thematic learning both effective and easy to implement in SD.

Model thematic learning with the integration characters are easy to implement and effective at the same time are the basic things needed to improve the quality of learning in elementary schools. The need is not negotiable. Ready not ready to change their curriculum, teachers must maintain and improve the quality of education so that the quality of learning tertap awake. With the model to improve the quality of learning, it is hoped this model can be a guide for teachers, especially at the elementary level to always maintain the quality of education.

Based on the results of the development of thematic learning model in the form of lesson plans and instructional CD, with the integration of characters in SD expected to be used as an alternative model of learning in elementary schools. Before the thematic learning model with the integration of characters can be used, the necessary testing to determine their eligibility to potential users is an elementary school teacher. For this study aims to test the acceptability of thematic learning model with the integration of characters in SD.

METHOD

The research design used in this study is a survey research. The study population included all elementary

school teachers in East Java. Sampling techniques apply research to determine the sample of schools and teachers a place for dissemination of thematic learning model with integration character. Samples of schools and teachers in the dissemination set purposive sampling. Schools involved in this research that schools in the district of Malang and Kediri, each with a number of teachers involved 20 people. The data collection is done by using the enclosed questionnaire. Analysis of the data used in this research is descriptive analysis. Descriptive analysis is applied to analyze the processes, products, and various participants with feedback on the thematic learning model developed.

FINDING AND DISCUSSION
RPP and CP Development Thematic Learning Model with Character Integration

RPP and CD product development model of learning through some of the following steps. 1) Identify Needs To Determine General Purpose Learning. At this stage it does is identify the general purpose of learning. The general objective is identified on par with KI and KD on Curriculum 2013. 2) Analysing Learning. Learning analysis done so that students can master the material well. Learning analysis conducted by KI and KD dissected in detail and mapped the sense of urgency to the achievement of KD. 3) Analyze Student Characteristics. Kids class I and IV SD categorized in childhood - a child aged 7-11 years. In this group of children are in the concrete operational stage (Shah, 2009: 30). In this age, the child will receive additional ability called the unit step thinking (system of operation). This capability is useful for children to coordinate their thoughts on a particular event into their own thought system. 4) formulate spesific of goals learning. The formulation of specific learning objectives in the development of lesson plans and learning CD performed by analysis of indicators in particular. 5) Develop Instrument Rating. Assessment instruments in the RPP are presented in each lesson plan. Assessment instrument developed customized with KD to be assessed.

Assessment is used to determine student learning outcomes do with process assessment approach. In the assessment process is carried out to determine the extent of the observation of the student in understanding concepts, internalize certain values and information about students' learning behavior. Instruments used in the assessment by the teacher using the assessment sheet aspects of knowledge, attitudes, skills and student activity undertaken during learning activities take place.

Assessment aspects of knowledge using the instrument in the form of a check list, assesses the attitudes, skills and student activity using instruments such as observation sheet with scoring criteria specified value. 6) Develop Learning Strategies. Learning strategies in comic-assisted module was developed based on scientific approach with regard component - namely learning component prapembelajaran activities, activities of information presentation, and closing activity. 7) Develop and Choosing Learning Materials. The subject matter in thematic modules compiled based on a design prototype product description previous chapter. The results on the development of this product in the form of RPP and CD Thematic Learning model. 8) Designing and Conducting Formative Evaluation. In this step instructional materials that have been developed in the form of the initial draft, then performed the validation test, a test of individual, small group trial and field trial to get the final product is fit for use with valid criteria, effective, attractive. To perform formative evaluation, researchers must first prepare research instruments to be used in the formative evaluation. The instruments include: sheets validation, questionnaire responses, a test sheet, and the observation sheet. 9) Revise Learning Materials. Revision of learning materials is based on input from the expert validation and prospective users.

Acceptance Test Results RPP and CD the Thematic Learning Model withIntegration Characters

Data collection activities carried out in the form of workshops followed by each of the 20 elementary school teachers from the district of Malang and Kediri as a research subject. Teacher workshop participants make an assessment and to provide feedback to improve the model of thematic learning with the integration of the character that has been developed. The assessment results and teacher input workshop participants are listed in Table 4.1 and Table 4.2.

Table 1.1. Thematic Research Learning Model with the integration of Character by Elementary School Teachers

NO	PART ASSESMENT	Class		Average
		1	4	
I	Usefulness Product			
	A. The impression of the CD impressions thematic learning model with the integration of characte	4	4	4
	B. Usefulness RPP and CD thematic learning model with the integration of character developed	4	4	4
II	Content/material in the RPP dan CD			
	A. Clarity of the contents of RPP and CD thematic learning model with the integration of character developed	4	4	4
	B. An understanding of the contents of RPP and CD thematic learning model with integration character.	4	3.6	3.8
	C. Conformity CD contents of RPP and thematic learning model with the integration of character, with the characteristics of elementary school students and learning in elementary schools	3.6	3.8	3.7
II	Application of products developed			
	A. Ease of application of the RPP and CD thematic learning model with the integration of character	3.6	3.6	3.6

Table 1.2 Criteria Scoring

Scor	Criteria
1 – 2	Low
2.1 – 3	Medium
3.1 – 4	High

Table 1.3 Feedback Teacher Workshop of the RPP and the CD Thematic Learning Model with thw Integration Characters

Class	Teachers Feedback
I	1. Determination of the learning objectives need to be adapted to the conditions of the class (students) 2. CD learning is very interesting and could be a model for designing learning in the classroom 3. Already in accordance with the characteristics of elementary school students and the teaching situation in SD 4. Demand high creativity of teachers 5. Nice and need to be developed for each grade 6. Suitable to develop students' character
IV	1. In the RPP is clear enough to the character to be achieved, but the CD is not very visible target character 2. Teachers are required creative and the students involved in the learning 3. Demanding attention equally to all students as it aims to develop character 4. CD interesting learning model 5. Easy to understand and easy to apply 6. It's pretty good, stay refinement course

General comments of 40 teachers as respondents as follows: 10 (25%) said the model of thematic learning with the integration of characters worthy of use in the field with little revision, and 30 teachers (75%) stated that the model of thematic learning with the integration of character fit for use without revision.

The assessment results and teacher input SD for RPP and CD thematic learning model with the integration of the characters listed in Table 4.1. The data presented is their opinion after using RPP and CD thematic learning model with the integration of character, and after reading the RPP and CD thematic learning model with integration character. In Table 4.1 are described as follows.1) Score average includes impression of the RPP and the CD has been developed in 4 (high), the usefulness of the products developed are 4 with a high category. 2) The mean scores for content / materials include: clarity of the RPP and the CD is 4 (high), Understanding the contents of RPP and CD 3.8 (high), kesuaian contents of RPP and CD with a score of 3.7 (high). 3) The mean scores for ease of application of products developed (RPP and CD) is 3.6 (high)

Usefulness product CD RPP and thematic learning model with the integration of character with the average score of 4 or higher categories, and recommended for use by 75% of respondents. RPP and CD thematic learning model with the integration of the characters are in accordance with the curriculum in 2013, was able to develop the professionalism of teachers and/ or education, according to the characteristics of elementary school students, in accordance with the conditions/situations of learning in elementary schools, and is able to facilitate the development of student character. Thus in general the contents of RPP and CD thematic learning model with the

integration of characters can be used as an alternative to the character development of students through learning activities.

In general, in the opinion of elementary teachers about lesson plans and a CD thematic learning model with the integration of decent character can be said to be used to develop the character of students through learning activities in the classroom. Goals expected character is quite clearly stated in RPP developed and evident in the CD learning model. Based on teacher feedback regarding the RPP and CD thematic learning model with the integration of character, RPP and CD as a research product recommended for character development of students in the school. RPP and CD thematic learning model with the integration of character presentation coherent, systematic, straightforward and easily understood, the content / materials are able to develop academic skills, creativity, motivation and ability to innovate, and have the motivation to learn more and be able to hone the student's character. Disadvantages RPP and CD thematic learning model with the integration of the character is still there is a typo.

The curriculum is the number of subjects that must be taken and studied by students to acquire some knowledge (Hamalik, 2003). According to Nasution (1999) curriculum is any attempt to influence the child's school to learn whether in the classroom, on school grounds or outside school, including curriculum. The curriculum must be able to anticipate these changes, because education is considered the most strategic ways to offset the progress of science and the technology .. the curriculum can be (at least slightly) predicting the outcome of education / teaching expected because it indicates what should be learned and what activities that should be experienced by learners. Results of education sometimes can not be known immediately or after students complete an education program. Renewal of the curriculum needs to be done because there is no single curriculum that fits all time, the curriculum should be able to adjust with the times are always liable to change.

Curriculum renewal is needed because the curriculum as a means to achieve the goal must adapt to the development of society are constantly changing and ongoing. Curriculum renewal usually starts from a fundamental conceptual changes were followed by structural changes.Renewal is said to be partial when only occurs in certain components, for example on the goal alone, just the content, method, or any assessment system. A comprehensive curriculum renewal when it includes all components of curriculum change (Sudjana, 1993).

In Indonesia itself has repeatedly changed the curriculum. History curriculum in Indonesia often changed every turn of the Minister of Education, so that the quality of education in Indonesia has yet to meet the quality standards are clear and stable. In the course of history since 1945, the national curriculum has

undergone changes, namely in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 1999, 2004 and 2006. The changes are a logical consequence of the change of political system, socio-cultural , economy, and science and technology in the community of nation and state. Therefore, the curriculum as a set of educational plans should be developed dynamically in accordance with the demands and changes taking place in society. All national curriculum designed by the same basis, namely Pancasila and the 1945 Constitution, the difference in the principal emphasis of educational goals and approaches in realizing it. More specifically, Herliyati (2008) explains that after Indonesia's independence in the implementation of educational curriculum known several times that a simple curriculum (1947-1964), curriculum renewal (1968 and 1975), skills-based curriculum process (1984 and 1994), and competency-based curriculum (2004 and 2006). In general, curriculum changes and improvements carried out every ten years. The curriculum change is done so that the curriculum is not up with the development of society, including science and technology.

The curriculum in Indonesia move dynamically, meaning that always changes in a few years. At the beginning of 2013 is more crowded again discussed the implementation of the curriculum replaces the 2013 curriculum 2006 (KTSP). Curriculum 2013 will be the curriculum of all schools 11 that used since Indonesia's independence.

Curriculum 2013 is the replacement of the curriculum SBC 2006, which primarily is the integration of several subjects into one subject. This is done on the consideration that some countries have been successful and have qualified human resources. If the calculation of the time in the implementation of learning also efficiency of time becomes shorter because it combines the time normally used to some subjects into one subject.

Curriculum changes certainly make an impact on all aspects related to education. The problems that arise from the implementation of the curriculum in 2013 have a direct impact for students, teachers and the government itself. For learners, the impact of changes in the curriculum requires them to adapt to the presentation of new subjects, the addition of school hours, changing standards of graduation, which makes them have to adjust with the existing curriculum, whereas dikurikulum previously in force pendidiklah with their creativity that adjusts plan learning process conditions of the students. Furthermore, the participants educators (teachers) will turn off their creativity and innovation in developing learning techniques, for all regulated centralized process of the central government. No more forums teacher associations actively involved in the design

manufacture student worksheets, preparation of text books books in the team, as well as restrictions in exploring the ability of teachers in the development of his creation in the process of teaching in schools.

Thematic learning more emphasis on students' involvement in the learning process actively in the learning process, so that students can gain direct experience and are trained to be able to find themselves a variety of knowledge they have acquired. Through direct experience students will understand the concepts they learn and connect with others who have understood the concept. This learning theory led leaders Gestalt psychology, including Piaget stressed that learning must be meaningful and oriented to the needs and development of children.

The conceptual connection between the subjects studied and will form the scheme, so that the students will acquire knowledge of wholeness and roundness. In addition, the application of thematic learning in elementary schools would help students, because according to the stage of development of students who still see everything as a whole (holistic).

Some characteristic of thematic learning, among others: 1) choose the experience and learning activities are highly relevant to the level of development and needs of primary school age children; 2) choose activities that departed from the interests and needs of students; 3) selecting learning activities will be more meaningful and memorable for students so that learning outcomes can last longer; 4) help develop students' thinking skills; 5) presents a pragmatic learning activities in accordance with students' problems often encountered in the environment; and 6) develop students' social skills, such as cooperation, tolerance, communication, and responsiveness to the ideas of others.

With the implementation of thematic learning as in the description, required teachers creative and highly motivated so do not easily give up the challenge. With the integration of thematic learning the character of students were able to see meaningful relationships of various subjects and while practicing / get used to doing the positive behaviors. With the integration of thematic learning students can see the character of the relationship antarmatapelajaran so mastery of the concept will be better and at the same time increased. In addition, with the integration of thematic learning the characters expected to develop students' social skills, such as cooperation, tolerance, communication, and responsiveness to the ideas of others, and concern for the environment.

Similar to the concept of thematic learning, integrated learning is basically how to present meaningful curriculum for children. That is, the teaching materials are not used in isolation, but it is a unified whole by adopting the appropriate learning to the developmental needs of students. Thus, an implementation of integrated learning in elementary school there are several forms. Judging from the nature

of the material combined among them there are two forms of implementation of integrated learning, which field of study intra-integrated learning and integrated learning across subject areas. Said intra-integrated learning if the combined field of study is materials (basic materials / sub topic, concept / sub concepts, skills or values) in a single field of study. A material that combines the learning of reading, listening, speaking, and writing is called intra-integrated learning areas of study, for example, learning that combines the fields of study Indonesian, English, science, social studies and mathematics.

With the implementation of thematic learning as in the description, required teachers creative and highly motivated so do not easily give up the challenge. With the integration of thematic learning the character of students were able to see meaningful relationships of various subjects and while practicing / get used to doing the positive behaviors. With the integration of thematic learning students can see the character of the relationship antarmatapelajaran so mastery of the concept will be better and at the same time increased. In addition, with the integration of thematic learning the characters expected to develop students' social skills, such as cooperation, tolerance, communication, and responsiveness to the ideas of others, and concern for the environment.

In curriculum development guidelines in 2013 stated that the principle of curriculum implementation should lead all learning to improve students' skills in reading and writing. Explicitly in goal Indonesian subjects ranging from the level of basic education and secondary education stated goal to foster understanding of learning to read critically creative. Reading literacy skills is the ability to identify, understand, interpret, and create written discourse which he read in various contexts of communication. Reading literacy relates to the ability to understand and use written language forms required in communicating with the public and or get the value individually. Reading literacy relates to the ability of the students put the meaning of the various texts to learn, participate in communication in school and everyday life as well as to find the value individually

Teaching materials that focus on the development of literacy help to improve the ability to communicate effectively, express ideas, and share information. Someone said to achieve literacy adequate if learners can effectively communicate as a listener, reader, writer, speaker on a variety of communication goals (Anderson, 2003). By understanding the demands of literacy learners, RPP and CD thematic Learning for teachers developed based on the demands of student competence that will be taught by teachers. Thus, the high relevance and validity of this module

product test results show that the products according to the demands of basic competencies required curriculum in 2013.

Usefulness RPP and CD thematic Learning for class I and IV according to elementary teachers as potential users, enter both categories. That is, the RPP and CD thematic learning are developed in accordance with the characteristics of thematic learning basic competence in the context of Curriculum 2013. Basic competence is the purpose of learning is deepened as the provision of teachers analyze learning materials. This is relevant if it is associated with the opinion of Dick Carey (2009) that in order to succeed in learning the necessary understanding of the basic concepts of the subject and identification subskills. Teachers need to identify the skills subordinate of competencies will be taught.

CONCLUSSION

Research on the Development of the acceptance test the Thematic Learning Model with Integration character can be summed up as follows. 1) Model thematic learning with the integration of the character of RPP and CD feasible in learning activities in elementary school, because the character formation of students is integrated directly into the learning process. 2) Model thematic learning with the integration of the character of RPP and CD easily applied learning model in teaching in elementary school because it was developed according to the characteristics and needs of elementary students. Based on the results of the study, submitted suggestions in implementing the thematic learning model with the integration of the following character. 1) Teachers are advised to develop their creativity in order to manage learning in the classroom learning situations in the classroom fun and the students are always in a condition ready to learn. 2) Teachers are advised to always set a target character is expected that the learning activities are designed can integrate the character formation of students through learning.

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SUPPORT FOR
WEB-SUPPORTED SYSTEM COLABORATION LEARNING TO LIVE BASED LEARNING CURRICULUM

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ABSTRACT

Curriculum University of Malang had undergone fundamental changes, namely the CBC towards Life Based Learning (LBL). The development of research in the Department of Educational Technology (TEP) Faculty of Education (FIP), State University of Malang (UM) has lead in collaborative learning on the System Application of Learning On-Line (SAPROL) since 2007. The aim of this study is to develop a Web-Supported System For collaboration Learning (WSSCL) in SAPROL TEP FIP live UM to support curriculum-based learning (LBL), State University of Malang. Content also includes the development of feasibility studies and empirical studies on WSSCL in measuring and ensuring the readiness of learners with WSSCL in a curriculum designed by UM. Studies focused on basic descriptive information WSSCL implementation.

Keywords: live based learning (LBL), web-supported system for collaboration learning (WSSCL).

The development of research in the Department of Educational Technology (TEP) Faculty of Education (FIP), State University of Malang (UM) has lead in collaborative learning on the System Application of Learning On-Line (SAPROL) since 2007. SAPROL be featured learning system for learning activities both is individual and collaborative. Later, the UM researchers majors TEP FIP shifted on how to develop web-based learning to collaborative learning needs. Deutsch (2011), Johnson and Johnson (1999), and others in the literature have suggested that collaborative learning and collaborative learning supported by computer departing from the model of direct transmission of learning by creating opportunities to construct knowledge and engaged in learning together , More specifically, collaborative learning supported by computer focuses on the study of how people learn together with computer support, and such support is inter subjective sense decision making unique areas of scientific assessment (Stahl et al. 2006).

Curriculum University of Malang had undergone fundamental changes, namely the CBC to the Live Based Learning (LBL). Hope UM is strengthening professional graduates is a must in the era of knowledge. The learning environment has evolved on combining work and study in a system of Education and Skills Training. The learning model is also a response to the changing context of the learning environment. Some of the development model that has identified the need for: a) approach to increase capacity rather than compliance approach in the learning environment, b) meet the changing nature and needs of the workforce, c) pedagogical approaches are new to teaching and learning and innovation, d) strategy that will break a lot constraints on learners, and e) enhance the integration between working with the study.

Development of Web-Supported System For collaboration Learning (WSSCL) is a basic requirement in SAPROL TEP FIP UM in Live Based Learning. The cornerstone of scientific development WSSCL at LBL is a research Koschmann (2002) which states that learning is able to develop meaning and praktek require a system of making meanings in the context of joint activities, and the ways in which these practices are mediated through the media that is designed with system colaboration, The phrase 'meaning-making practices-in the context of joint activities closely related to the concept of social constructivism knowledge. Miyake (2007) argues for a socio-cultural perspective of collaborative learning supported by computers is a real social process in which individuals take responsibility for building their own understanding and knowledge through social interaction. From the perspective of social culture of collaborative learning supported by computers, learners in LBL usually given high autonomy to determine the purpose of the group, monitor group process, and product groups.

LBL WSSCL in hopes of developing an on-line learning system that has been developed TEP FIP UM. Given the nature of the agent and the high learner autonomy to do in WSSCL, then it can become a strategic development in developing meaningful learning experiences. As observed by Phielix (2010), not all students are able to utilize the potential of the learning environment. Learning conditions in the Department of TEP FIP UM included being problems in the improvement of cognitive dissonance, a longer time to reach a consensus, and the participation rate is

low. Students who are not ready to use SAPROL because it tends to yourself. Problems collaboration significantly impede learning outcomes (Shumar and Renninger 2002). Capdeferro and Romero (2012) study of frustrated students in online collaborative learning environment. Problems that appear in the surface is students do not have the commitment of collaboration because of the attitude of resentment and rivalry. Another problem is the tension of division of labor, communication difficulties and trouble negotiating.

DISCUSSION
The Need for Collaboration in Life Based Learning

Research readiness has been done in various fields, such as school readiness of students (Blair 2002) in the field of childhood education, psychological readiness to change the habits of life in medical therapy (Carey et al. 1999), readiness of physical activity (Marcus et al. 1992) in physical exercise, and community preparedness in socio-cultural (Beebe et al. 2001). The concept of 'readiness" in these studies share a common meaning to a certain extent, which is a psychological or physical readiness level for some action, either to change personal behavior or to increase the personal qualifications to meet some of the criteria that have been set. Studies on the issue of collaboration readiness has also been done in the field of social communication (Nardi 2005) and the development of collabo- ratories (a combination of " collaboration " and " laboratory "; Olson et al, 2002). Nardi (2005) proposes several criteria for evaluating the state of preparedness communicative, which includes three dimensions of connections, namely affinity, commitment and attention. This three-dimensional assessment provides a set of guidelines to promote preparedness communication between collaborators. Similarly, Olson et al.(2002) showed that there are several critical success factors collaboratories development, including the readiness of collaboration, collaborative infrastructure readiness, and the readiness of collaborative technologies. They have been further identified several components of the readiness of the collaboration, the motivation to collaborate, the principles of mutual collaboration, and experience with specific elements of collaboration. These criteria are used to evaluate the readiness of collaboratories.

Web Based Learning in Life

The factors associated with readiness has been studied in the context of online learning.

Research Kemery (2000) suggests that students readiness to engage in online collaboration can be identified by the student's ability to engage in an online dialogue in terms of their technological literacy and cooperative learning skills. Additionally, Vonderwell (2004) argues that promote student readiness is critical to successful online learning experience. They identified 'self-regulation, motivation, and awareness of the changing role within the context of online learning as an indicator of students' readiness to learn online students.

Several studies have investigated the readiness of learners online 'by identifying the internal structure of the proposed instrument. For example, Smith and colleagues (Smith 2005 ;. Smith et al 2003) validated Readiness to Learn Questionnaire online (ROLQ) developed by McVay (2000). They were given the first instrument to 107 students from the United States and Australia, and then another sample of students from Australia. They identified two-factor model by analyzing factors. Two factors, namely the " comfort with e-learning " and " self-management of learning, " accounted for 48.5 and 42.2% of the variance in the two studies each.

Kerr et al. (2006) developed the Test Online Learning Success (ALAT) using the approach of developing a broad scale, which produces instruments dimensions of five, including (a) computer skills, (b) self-learning, (c) dependent learning, (d) the need to learn online and (e) the skill of academic, Kim and Bateman (2007) on instrument tool to investigate the effect of readiness of students to learn online on the pattern of their participation in an asynchronous online discussion board. However, the results showed no clear correlation between the scores of students in the ALAT and the pattern of their participation. Other means of measuring the readiness of learners in online learning include the Online Learner Readiness Self-Assessment Instrument (OLRSAI) by Watkins et al. (2004), Tertiary Student Readiness' for Online Learning Survey (TSROL) by Pillay et al. (2007), and the Student Readiness to Adopt Online Learning with Valtonen et al. (2009).

While some instruments have been developed to measure a student's readiness in the context of online learning, Hung et al. (2010) found the previous instrument to assess the readiness of online learners are not as comprehensive as some important components, such as Internet / computer self-efficacy and self-control skills of learners, are ignored. They developed an instrument called a five-scale online Learning Readiness Scale (OLRS), and validated by confirmatory factor analysis. Five scale of OLRS include (a) computer / internet self-efficacy, (b) self-learning, (c) learner control, (d) the motivation to learn, and (e)

communication online self-efficacy. While this study inform us about the potential indicator SR-CSCL, factors associated with online learning readiness can not be used directly to assess the SR-CSCL. Factors to be adapted and integrated to establish a comprehensive framework for assessing the SR-CSCL, given the nature of the collaborative and autonomous from CSCL environment. The methodology we used will be described in the next section.

Collaboration Project Tep Students through the Web
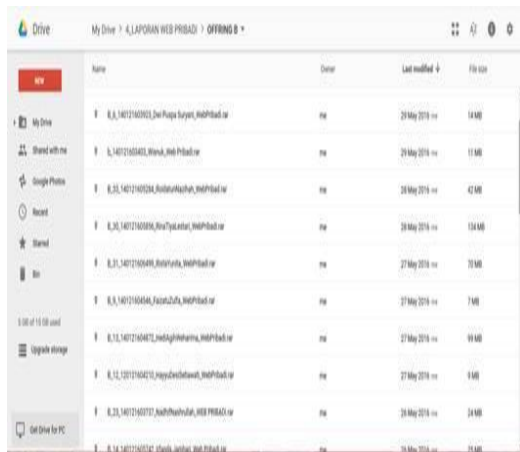
Figure 1. Results of Student Project

Students gather learning outcomes according to the schedule. Students who follow the course of individual able to demonstrate optimal performance by gathering as scheduled. The time difference collecting student results are no longer in a span of weeks. Differences in the collection have a range of days. Students have realized the importance of showing results of learning in the learning process

Students develop original task. In the video data uploaded students in blended learning system, students upload learning outcomes in the form of a personal web development process. Students coherently explained ranging from how web development, web content to the web site excellence.

Conditions student already has a high content metaphors. Students are able to introduce the conceptual distance between the other learners with the object or subject matter and encourage original thinking. For example, by asking students to think a web site as a learning resource books in general, so that the students actually is providing a structure metaphor, where students can think about something familiar in a new way. Instead, teachers can ask students to think about new topics, web content learning, the old way, by

asking them to compare it with the Learning Management System. Activities metaphorical then dependent on and derived from the knowledge of the students, helping them to connect ideas from material familiar to the ideas of the new material, or to see material familiar from a new perspective. Strategies sinektik that keinudian using metaphorical activity is designed to provide an arrangement from which students can liberate themselves in developing the imagination and insight in every daily activity. Three types of analogy used as a training base sinektik: personal analogy (personal analogy), direct analogy (direct analogy), and conflict solid (cornpressed conflict).

Itself personal analogy is the empathic engagement. Analogy requires the release of personal identity themselves into a room or other objects. greater conceptual distance created by the loss of one's self or identity (mahasiswa). This can only be done if students more creative and innovative to make the analogy. Four levels of personal involvement in analogy to the development of a personal web site in accordance with the stages. 1) Description of the first students to the facts. The student tells the web site that is well-known, but not a new way of looking at the object and shows no empathic engagement. 2) Identification of the first students to emotion. The student tells the emotions of the public, but does not present new insights that students feel able to develop personal webs ite. 3) Identify empathetic toward sentient beings. Students identify emotionally and kinesthetic subject analogy that students give expression during the development of video learning outcomes thus inviting other students empathy. 4) Identify empathetic to the device. This level requires full commitment. The students see themselves as objects and try to explore the problem: Students are able to feel helped by devices surrounding learning in the form of software and hardware.

CONCLUSION

Web-Supported System For collaboration Learning (WSSCL) in SAPROL TEP UM FIP is supporting life based learning (LBL), State University of Malang. Content also includes the development of feasibility studies and empirical studies on WSSCL in measuring and ensuring the readiness of learners with WSSCL in a curriculum designed by UM. Studies focused on basic descriptive information on the implementation WSSC. Preparation WSSCL system to facilitate collaborative actions such as students' attitudes toward collaboration, collaborative skills, previous experience sharing, and network social. Sebagai corollary, Kesenjangan perceived mainly lies in the low readiness collaborative learning activities via computer, although the instructors and researchers

have been implemented, may need to see the importance of collaboration factor in the learning process to outcome. Given that few studies to date have evaluated the readiness or suggest a systematic approach to assessing the state of the student. Context WSSCL, required students in curriculum LBL UM. therefore, Development WSSCL necessary to: (a) Application literature (b) Material study and implementation of concrete Yag technology supports LBL. This research helps bridge the gap in understanding the nuances kolaborasi and memberikan to provide practical guidance to gauge student readiness. Which ultimately increases the process and results of student learning.

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THE IMPLEMENTATION OF AUDIO VISUAL MEDIA WITH VIDEO CRITIC METHOD TO ENHANCE STUDENTS' WRITING POETRY SKILL OF SECOND YEAR STUDENTS AT SMA NEGERI 3 OF BENGKULU CITY

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ABSTRACT

This research aims to improve the skills of writing poetry using audio-visual media with critic video method. The subject of the research was seventh grade students of SMP Negeri 20 of Bengkulu City in academic year 2016-2017 that consist of 30 students. Research design used in this research is Classroom Action Research. This research consisted of three cycles and the data were collected through observation and students' tests. From the observation, it is indicated that the use of audio-visual media with critic video method made the seventh grade students become more excited in writing poetry because it can lead the students to the image reality in the form of pure expression. Besides, the data show that during the pre-assessment, the students' scores in writing poetry is 3,33% (excellent), 3,33% (good), 20% (fair), 36,66% (poor) and 33% (very poor). In the first cycle, students' scores in writing poetry are 6.66% (excellent), 26.66% (good), 20% (pretty good), 23,33% (low), 23.33% (very low). In the second cycle, the students' scores is 10% (excellent), 30% (good), 26,66% (fair), 20% (poor) and 13% (very poor). In the third cycle, the students' scores is 26,66% (excellent), 30% (good), 33,33% (fair), 10% (poor) and 0% (very poor). In conclusion, the audio-visual media with video critic method can solve and reduce the students' problems and was able to improve the skills of the seventh grade students of SMPN 20 Bengkulu city in writing poetry.

Keywords: *Poetry Writing Skills, Audio Visual Media, Critic Video Method*

Learning, especially learning literature, is a process of deliberate and planned. So, learning activities is not an ongoing process of natural and automatic. Actions taken by both teachers and students in the process of learning and teaching is always planned and calculated in such a way. The learning plans should be formulated systematically, especially by the teacher as manager of learning activities, ranging from programming to implementation of learning evaluation (Jamaluddin 2003).

The learning process, in particular the ability to write is one of the essential language skills that should be mastered by the students. Based on standards content of Curriculum 2013, writing skills requires students to express their thoughts, ideas, opinions, and feelings in various writings. In addition, the ability to write is the process of delivering ideas systematically and born based writing frameworks. Therefore, writing is a critical skill that's mastered by the students. Writing skills of a person is not a process that otamatis inborn but acquired through learning and intensive training. Correspondingly, Siswanto (2008) stated that the ability to write is not inherited by the ability to decline, but is the result of a learning process and diligence practice. One of the students' skills to express their thoughts, ideas, opinions, and feelings in writing form is a skill to write poetry (Simbolon, 2004).

Today, learning poetry as part of Indonesian literature class continues to face various problems in the learning process in the classroom today, one of them is the result or the value of student learning is still low. This occurs because of the time to discuss and learn about poetry in the classroom, the students are not taught the experience of composing, for example, appreciating the element of reading poetry directly and the students are given materials regarding the definition of poetry and other types of poetry rather than giving students so that these problems remain there during the process of teaching and learning in the classroom. In addition, learning to write poetry that is implemented today is still in the form of teaching theory, where the teachers are more likely to explain things that are theoretical. In general, teachers explain things pertaining to the theory of writing poetry, then the teacher gave the assignment to the students to write a poem. This conventional learning process having lack of advantages because the teacher does not give guidance to write poetry by showing the process of making a poem to the students, so when the students are given the task of writing a poem, they had trouble. It is certainly not in accordance with the implementation of Curriculum 2013, which not only requires mastery of the material but also takes practice for more meaningful learning.

The above description has a definition that in poetry writing skills required intensive training and guidance that are systematically using teaching methodologies that is appropriate to the needs of the students and is able to improve morale and student interest in learning to write poetry. Trianto (2007) explained that writing poetry is actually the kind of skills. In order to write a poem well, it have to go through the process of learning and practicing. The more the students write the poems, the more skillfull they will be. Suharianto (1981) explained that poetry is the result of

the disclosure of return of all events in everyday life. Poetry is a representation of events that occur in real life.

In line with the above explanation, Jalil (1985) stated that poetry is a literary work that is emitted social life, and all aspects caused by the interaction, either directly or indirectly, consciously or unconsciously for a period or certain period. Emission itself is valid for all time during the aesthetic values of a poetry that is still prevailing in society.

According to Waluyo (2003), poetry is the language of literature that are compressed, shortened, and given rhythm with the coherent sound and choice of words figuratively. The words used is really a choice of words that have the power of speech. Although the words used short or solid, but can represent a broader meaning and more.

In general, the poem can be interpreted as a result of the disclosure of return experienced by the inner experience of the author himself or experienced by others into written form in a language that esetetis by observing the rules of poem standard.

The division of poetry is based on the language used as seen from the ease or difficulty of the poem was conceived. In this case, the poem is divided into two kinds, namely transparent poetry and prismatic poetry (Badrun, 1989). Transparent poetry is poetry that is easy to understand, there are no words or symbols that elusive, while the prismatic poetry is more elusive because many words that have double meanings and require interpretation.

From the above description, it can be concluded that transparent poetry is poetry that is easy to understand their meaning, while the prismatic poetry is poetry with elusive meaning, so it needs a deep understanding and interpretation to understand the prismatic poetry. Kind of poetry that will be studied in this research is poetry Diafan. According Komaidi (2008), there are several steps in the writing the poetry, namely: (a) Understand well the intent and purpose of the poetry. It can be started through reading the poems in the book, magazines, or the mass media; (b) Finding the inspiration through aesthetic experience as a driving force of making poetry; (c) Write the poetry when the inspiration arises, because when the idea was missed, for a certain time the idea will be lost; (d) Write a poem, do not hesitate, fear, or feeling shy. Write what you have in mind, the emotions (sad, happy), anxiety, write freely without feeling the burden; (e) Read and then correct if there are some mistakes. After writing poems try to let it free for a few hours or a few days later. After that, read the poem again, feel something different in the poem; (f)) after writing a poem, try to test the poetry. By sending to the media or ask for criticisms and suggestions from friends, teachers, parents, or anyone.

According to Arsyad (2002), teaching process through audio-visual is the production and use of materials which the absorption through seeing and hearing, and not entirely depend on the understanding of words or similar symbols. Similar to the explanation, Djamarah (2006) explained that the audio-visual media is media that have an element of sound and image elements. From these definitions, it can be concluded that the audio-visual media is media that is in use involves two elements, namely sound and picture elements.

One example of audio-visual media is a film and video. Film and video can describe an object moving along with the sound. Both types of media are generally used for the purposes of entertainment, documentation, and education. They can present the information, explain the process, explain complicated concepts, teach skills, shorten or extend the time, and affect attitudes. Basically, video critic is a good response or bad judgment on a work that showed via live or through video images.

Critic video method was first proposed by Silbermen (2009) in his book *Active Learning*, but Silbermen did not fully explain the meaning of the video technique critic. Silbermen only described the steps in video critic process that incudes: (a) choosing the video to be shown to students; (b) told them before watching the video that you want them to review the video critically. (c) ask them to write everything that happens during the video takes place; (d) divide students into groups; (e) asking each group to record and discuss what they have acquired while watching video; (f) asking each group to present what they had discussed, and (g) discuss together about the video. It also occasionally re-publish video to a real discussion.

In general, the core activity of learning to write poetry using audio-visual media with video critic method is as follows: (a) the teacher explains about the material to be studied; (b) teachers displays the videos; (c) the teacher asks students to pay attention to the video and pay attention to several factors, which include (a) what is seen, (b) what is heard, (c) the things that impressed, (d) the feeling after watching the video; (d) the teacher asks students to criticize from the video individually or in groups; (e) the representatives of the students present the results of his criticism of the video that has been aired; (f) the result of criticism is discussed together.

Based on the result of interviews with the class suvervisor of second year students of SMA N 3 of Bengkulu city, the second year students still have difficulty in writing poetry. It can be seen from the low value of the average score of the students in the class. Students are still finding some difficulties in corresponding the ideas and the terms as well as conditions in writing poetry well. Students' difficulties in writing poetry is a huge task of a teacher in how to refine the teaching and learning process by using appropriate learning approach

The selection of teaching and learning strategies should be based on consideration of placing the student as a subject of study, which is not only passively accepted what is given by the teacher alone. Teachers should put the students as individuals who naturally have thoughts, desires, thoughts, and knowledge that could serve to learn, both individually and in groups. The strategy chosen by the teacher to make students should have confidence, being able to learn and utilize the potential widely.

Based on this phenomenon, the researcher feels that this is very important to do research. This study will discuss about the implementation of audio-visual media with video critic methods to improve students' skills in writing poetry of second year students at SMA N 3 of Bengkulu city

METHOD

The method that used in this research was classroom action research. Latief (2012) said that classroom action research was a research activity performed in class, to solve students' problems. The researcher conducted the research in the classroom because the researcher believed that speaking problems that occured in SMA N 3 of Bengkulu could be overcome through classroom atmosphere.

RESULT AND DISCUSSION
Result
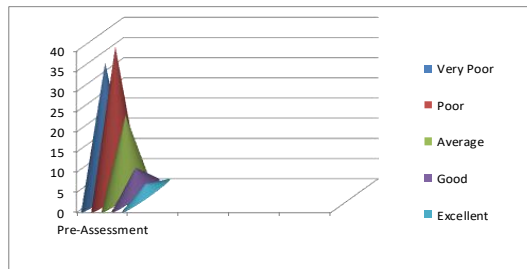
Chart 1. The percentage of students' skill of writing poetry in Pre-Assessment

From the chart above, the percentage of student scores in writing poetry in the pre-assessment can be seen from the following table:

NO	INTERVAL	STUDENT	PERSENTAGE
1	Very Poor	10 students	33%
2	Poor	11 students	37%
3	Average	6 students	20%
4	Good	2 students	7%
5	Excellent	1 student	3%

Table I. The percentage of students' skill of writing poetry in Pre-Assessment

From the explanation above, it can be concluded that students 'skills in writing poetry is still low even very low, this is due to several issues affecting students' skills in writing. By knowing the problems faced by students in writing, the researchers felt that a teaching method that fits absolutely necessary in teaching and learning activities in the subjects of Bahasa Indonesian to improve students' skills in writing poetry. With the appropriate teaching methods of Bahasa Indonesian, it will also increase their motivation.
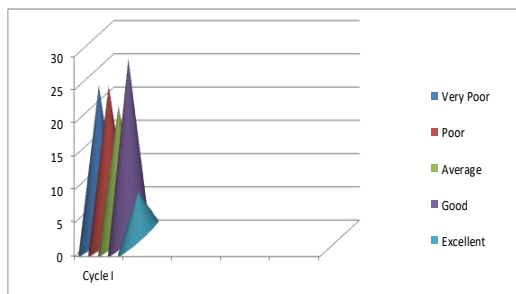
Chart 2. The percentage of students' skill of writing poetry in cycle I

From the chart above, the percentage of student scores in writing poetry in the cycle I can be seen from the following table:

NO	INTERVAL	STUDENT	PERSENTAGE
1	Very Poor	7 students	23%
2	Poor	7 students	23%
3	Average	6 students	20%
4	Good	8 students	27%
5	Excellent	2 students	7%

Table II. The percentage of students' skill of writing poetry in cycle I

Based on the results of the students in the cycle I, the researcher feel that the audio-visual media with video critic method is a good method for teaching of writing poetry in second year students of SMA N 3 of Bengkulu city and should be applied in the process of teaching and learning to get better results again, particularly in writing poetry. On the other hand, the condition of the students such as motivation, interest in writing, courage, and confidence increased well. Because the researchers still found a lot of problems about the above aspects where students still feel confused in organizing the words in the article, the researchers will proceed to the cycle II.
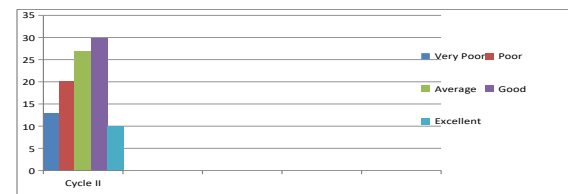
Chart 3. The percentage of students' skill of writing poetry in cycle II

NO	INTERVAL	STUDENT	PERSENTAGE
1	Very Poor	4 Students	13%
2	Poor	6 Students	20%
3	Average	8 Students	27%
4	Good	9 Students	30%
5	Excellent	3 Students	10%

Table III. The percentage of students' skill of writing poetry in cycle II

Based on the above, the researcher must improve teaching materials or instruments with better quality for use in the next cycle. In addition, the researcher must arrange classroom conditions well to stay active and conducive, and is able to motivate the students to be better.
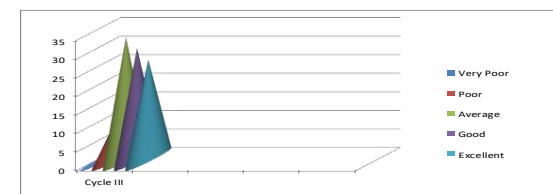
Chart 4. The percentage of students' skill of writing poetry in cycle III

From the chart above, the percentage of student scores in writing poetry in the cycle III can be seen from the following table:

NO	INTERVAL	STUDENT	PERSENTAGE
1	Very Poor	0 Student	0%
2	Poor	3 Students	10%
3	Average	10 Students	33%
4	Good	9 Students	30%
5	Excellent	8 Students	27%

Table IV. The percentage of students' skill of writing poetry in cycle III

Based on the values above, the researcher and the teacher in second year students of SMA N 3 of Bengkulu city saw a significant improvement in activities and students' skills in writing poetry. The students were able to reduce their problems that they faced in writing poetry during teaching and learning process. However, on the other hand, there are some students who still trying to be able to become better in writing poetry in which they are still confused when they write poetry. But overall, the students have been able to reduce their problems that they faced in writing poetry and they have achieved the indicator of success through reaching the standard minimum completeness criteria on the subjects of Bahasa Indonesian is 70 (seventy).

Discussion

Based on the results that have been achieved by researcher in each cycle in this research, we can see that the students are very interested in improving their skills in writing poetry by using audio-visual media with video critic method. They have a good self confidence to be able to write well, have a high motivation to keep learning and do not have fear when making mistakes. The most important is their ability is increased from one to the next cycle. In addition, the audio-visual media with video critic method can improve the students' motivation to be more active and have a great activeness in writing poetry, especially for teaching and learning in the classroom.

CONCLUSION

The method or technique of teaching is one of the important components in teaching and learning in order to achieve the learning objectives and the students feel comfortable during learning and teaching without having a thought that writing poetry is a very difficult activity. One of the teaching methods that can be applied in teaching and learning Bahasa Indonesian is the audio-visual media with video critic method. This method offers a great opportunity for the students to be able to write poetry properly.

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THE DECENTRALIZATION OF EDUCATION POLICY AND THE POTENTIAL OF REGIONAL EDUCATIONAL FINANCING

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ABSTRACT

This study is meant to analyze the potential of the education funding sourced from the local resources, especially organizations / non-governmental agencies (NGOs) and the society. Along with the policy of decentralization of government, education was handed over to the local (provincial and district) in the form of education decentralization. In a decentralized system of education, the implementation of primary and secondary education are within the responsibility of the local government. Decentralization of education provides the opportunity for the local governments and schools to make the best decisions about education in the district or school concerned by the potential of the district and school stakeholders. The development of the private business sector and in the various regions into the potential for improvement of educational services in the district. The provisions in the Act No. 40 of 2007 and Government Regulation No. 23 of 2004 regulate the obligations of the company to provide CSR to the surrounding community. CSR is an alternative education financing; mechanism in CSR or Community Development allows the district to be able to organize educational services to be better. CSR / Community Development aid is not absolute in the form of cash fund, but it can be a program or direct service.

Keywords: decentralization, education financing.

After the enactment of Law No. 32 of 2004 on Regional Government, the decentralization becomes the characteristics of the management of public policy. The underlying reasons for this decentralization policy is that it enables to make the democratization of the public service. In addition, the management carried out by a public service to the region is expected to be optimized, based on the assumption that the service will be closer to the target. Decentralization in accordance with Article 1 (7) of the Act No. 32 of 2004, is defined as the devolution of government tasks by the central government to the autonomous regions to set up and administer governmental affairs in the Unitary State of the Republic of Indonesia.

Encyclopedia of the Social Sciences (1980) explains that decentralization is a transfer of power from higher government level to lower government level, both in relation to the legislative, judicial, and administrative affairs.According to Hoogerwerf (1978), decentralization is the recognition or delegation of authority to lower public bodies for independently -and based on the consideration of their interests- making decisions on governmental regulation, and the structures of authority that occur from it.

Those definitions show that decentralization basically has meaning that through the process of decentralization of governmental affairs which originally included the authority and responsibility of the central government are partially handed over to the local government in order to become its household affairs so that they turn into the authority and responsibility of the local governments. In

other words, it refers to the authority from the center goverment is proportionately distributed to the local goverment.

Along with the policy of decentralization of government, education is handed over to the local goverment (province and district/city) in the form of education decentralization. Decentralization of education is not a negative connotation, namely reducing the authority or the official intervention or the central unit, but it is in relation to excellence insight. General policy determined by the center are often ineffective because it did not consider the diversity and uniqueness of the area. The cause of the government is less successful in improving the quality of education, among others because of the development strategy for this education is more oriented inputs and centralized management of education and macro oriented, where all are governed by the bureaucracy at central level.

General policies determined by the center government are often ineffective because they are not based the diversity and uniqueness of the local government. These are caused by –among other things, the improvement of the quality of education is based on the development strategy with input orientation, centralistic educational management, and macro orientation, in which evrything is managed by the bureaucracy at the central level.

In a decentralized system of education, the implementation of primary and secondary education are within the responsibility of the local government. Activities such as budgeting, implementation, management and evaluation of education are handed over the local government as a part of the authority of the decentralization of education. That is to say, the

local government must provide adequate budget of education for the availability and convenience of education that can be assessed by the community.

Furthermore, decentralization of education provides the opportunity for the local governments and schools to make the best decisions about education in the region or school concerned based on the potential of the region and the school environment. If so, the decentralization of education, in addition to be recognized as political policies relating to education, is also a policy that relates to many things

To ensure the effectiveness of the decentralization policy, it is required responsible, innovative, creative implementation and independent spirit. The officials of education at the lower level will have greater roles. This situation will encourage creativity and improvisation in implementing education, so that there will be a continuing effort to improve the quality of education.

Based on the fact, this decentralization based-education system will need considerable time to be going according to the plan desired. Differences in the decentralization of education between each region have caused disparities between one region and another in Indonesia. The gap can be seen from the availability of educational facilities owned, such as there are schools that do not meet the standards of comfort and safety, and the school environment is not healthy. The other gaps can be seen form the fact that the quality of graduates varied, all of which are caused by the low awareness of education in the region. This may happen because in educational budgetting the local government does not correspond to the educational needs.

Based on these facts, it can be identified that the financing factor becomes very important to note. In this case, the local government is required to be able to explore the sources of educational finance. The sources of financing needed may be from the local government, private institutions and the community. This policy also requires the local government to be able to implement policy appropriately, including sources of financing, the management of resource management and the impact of the policy implementation.

OBJECTIVES OF DECENTRALIZATION

There are three (3) objectives of decentralization, namely (i) political purposes, to create a superstructure and a democratic political infrastructure based on the popular sovereignty. These are manifested in the forms of local head and legislative elections directly voted by the people; (ii) the purpose of the administration, in order that the regional administration headed by the head of the region and partnering with the legislature, perform its function to maximize the value of 4E

namely the effectiveness, efficiency, and the economy; (iii) socio-economic objectives, to realize the utilization of social, intellectual, and financial capitals in order to widely create public welfare in the society (Kemitraan bagi Pembaruan Tata Pemerintahan, 2010).

Several factors encouraging decentralization, especially in developing countries, among others, are (i) the deterioration in economic development, (ii) the demands on changes in the levels of public services, (iii) the signs of disintegration in some countries (South Asian and Bosnia), and (iv) the failure of centralized governments providing effective public services (Siddik, 2002). Besides, the development of multi-parties system in Africa, the improvement of democracy in Latin America, the transition from the guided economic system to the market economy in Eastern Europe and the former Soviet Union (Litvak et al, 1998)

Decentralization has been implemented in the various fields, and it also has a variety of forms. Rondinelli (1989) classifies decentralization based on the objectives into four forms, namely political,fiscal, market and administrative decentralizations.

First, political decentralization, used by political scientist who paid attention in the field of democratization and civil society to identify the transfer of decision-making authority to lower units of government or to the public or to the people's representative institution.

Thus political decentralization also delegates decision-making authority to lower levels of government, encourages people and their representatives to participate in the decision making process. In the decentralized structure, the subordinate levels of government formulate and implement policies independently, without intervention and a higher level of government.

Political decentralization aims to give greater powers to the community in decision making through representatives chosen by the people so that they can be involved in the formulation and implementation of policies. Usually decentralization in politics is a part and democratization efforts in the government systems.

Second, market decentralization generally used by economists to analyze and promote the goods and services produced through market mechanisms that are sensitive to the wishes; and through the market decentralization, goods and public services produced by small and medium enterprises, community groups, cooperatives, voluntary and private associations. Economic decentralization aims to give more responsibilities associated with public sector to the private sector.

Third, administrative decentralization focuses on the ways of legal experts and public administration specialists to describe a hierarchy and the distribution of powers and functions between central government unit and non-central government units (sub-national government). Administrative decentralization has three

main forms: deconcentration, delegation and devolution, with the aims to run the government effectively and efficiently

Fourth, fiscal decentralization aims to provide opportunities to the region to explore the various funding sources, including self-financing, and cost recovery in public services, to increase revenue (PAD), tax and non-tax sharing more precisely, the transfer of funds to the regions, mainly through the General Allocation Fund (DAU) and Special Allocation Fund (DAK) more fairly, the regional authority to make loans based on region's needs.

Some experts such as Tiebout (1956), Oates (1972), Tresch (1981), Breton (1996), state that public services are most efficient when they are held at the level closest to the community because (i) the local government comprehends the needs of society; (ii) the local government is efficient in the spending of public funds; and (iii) the competition between regions will increase innovation.

Tiebout Model (1956) in his statement "love it or leave it" stresses that the people's choice will always be done to meet their preferences with regard to the quality of service and the amount of taxes to be paid. When preferences are not met then the choice is to go or stay and try to change the existing conditions through the local parliament. This model shows that it is possible to achieve economic efficiency in the provision of public goods at the local level so that the goods markets of local community are perfectly competitive (Tresch, 1981; Aronson, 1985).

Theoretical reasons that are mostly often advocated on the importance of decentralization are to maintain the efficiency of the allotment when dealing with diverse preferences for the local public goods (Musgrave, 1983; Oates, 1972; Tiebout, 1956). Problems arise in relation to coordination, which is basically overpriced (Breton and Scott, 1978) when the overflow among regions becomes important thing, including the stabilization and distribution (Litvak, 1998). Decentralization in this view based on two assumptions; the first is an effort to optimize the local potential, and the second is allotment efficiency effort.

DECENTRALIZATION AND EDUCATION FUNDINGS

The introduction of decentralization in education requires the strengthening of basic foundation of education that is democratic, transparent, efficient and involves the participation of the local communities. Muctar Buchori (2001) states that education is a determining factor for the human development, because it serves as a developer of knowledge, skills, values and culture.

Decentralization in education can occur in three levels, namely deconcentration,

delegation and devolution. Deconcentration is the delegation of a part of authority to the lower level government or institution under supervision of the central government. While the delegation implies the full transfer of power so that it does not require any longer the supervision and the central government.

The devolution in education occurs if it meets the four characteristics, namely (1) the separation of the legislation governing education in the region and central government; 2) the freedom of the local institutions in managing education; 3) the independance from the hierarchical supervision and central government and 4) the authority of the local institutions regulated by legislation. Based on these characteristics, the process of decentralization in education in Indonesia by the Act No.22 of 1999 leading more to devolution, from which the implementation is stated in Government Regulation No.25 of 2000, the whole business of education is clearly under the authority of the Government of the Regency / City, except Higher Education. The authority of the Central Government only sets the minimum standards, both in terms of prerequisites of student candidates, students' competence, the national curriculum, assessment of learning outcomes, the main subject matters, the education financing guidelines, and the implementation for facilities (Article 2, item II).

Decentralization in education provides the opportunity for the local governments and schools to make best decisions about education in the regionor school concerningthe potential of the region and school stakeholders. If so, the decentralization in education, in addition to be recognized as political policies relating to education, it is also a policy that relates to many things. Paqueo and Lammaert indicate the reasons for decentralization in the education provision that is suitable for the conditions in Indonesia, namely; (1) the ability of the region to finance education, (2) the increase of effectiveness and efficiency in the provision of education of each region, (3) the redistribution of political power, (4) the improvement of the quality of education, (5) the increase of innovation in the context of satisfying the expectations of all citizens

In accordance with the demands of reformation and democratization in the fields of education, management of education in Indonesia cannot be separated from the aspirations and goals of the Indonesian nation in the delivery of education itself. For example, in primary education, PROPENAS identified the main activities in the efforts to improve the management of basic education in Indonesia; they are: 1) Implementing the decentralization in education gradually, thoughtfully and professionally, including the enhancement of the roles of school stakeholders; 2)

Developing a decentralized pattern of providing education to improve the efficiency of utilization of educational resources by taking into account the conditions and needs of local communities; 3) Increasing community participation in education, such as the diversification of the use of resources and funds; 4) Developing a system of incentives that encourages healthy competition for bothinstitution and school's personnel for the achievement of educational goals; 5) Empowering personnels and institutions, among others, through training conducted by professional institutions; 6) Reviewing all legal products in the field of education that are no longer in line with the direction and demands of education development; 7) Pioneering an institution of accreditation and certification in teaching in the region to independenly improve the quality of education personnels.

On the basis of the mandate as defined in PROPENAS above, it is clear that the determination of the Indonesian people to present the decentralized education system seems very strong. By this system, education can be implemented in line more with the needs and capacities of communities, where the decision-making process can be carried out by parties closest to the learning process (principals, teachers, parents and students).

CORPORATE SOCIAL RESPONSIBILITY/ COMMUNITY DEVELOPMENT FUNDING EDUCATION AS POTENTIAL IN THE REGION

According to Anis Ulfiyatin (2008: 1), the concept of Community Development (CD) is associated with the study of Corporate Social Responsibility (CSR), and sometimes both tend to be equated by many people, but pricipally, they are different form one and another. The differences will greatly affect on the level of implementation in the field. Furthermore, we will distinguish between the concepts of Community Development and CSR.

To build a "good image" and "good relations" with its stakeholders, the CSR performance assessment and CD corporations in the mining and oil and gas industries become very important. Furthermore, good corporate social performance will increase the chances of new investors to invest their capital and reduce the risk of corporations in relation to their stakeholders. By implementing the CSR program and the CD in good mechanism, the business risk in regard with the pressure of social stakeholders toward the corporation would be lower. Therefore, to ensure that the corporation has well implemented CSR and CD

programs, it is required an evaluation of the program (Dody Prayogo, 2011: 44)

Definition of CSR as given by World Business Council for Sustainable Development is as follows:"Continuing commitment by business to behave ethically and contribute to economic development while improving the quality of life of the workforce and their families as well as of the local community and society at large" (WBCSD).

Definition given by Community Development itself that CDrefers to "The process of developing active and sustainable communities based on social justice and mutual respect, its about influencing power structures to remove the barriers that prevent people from participating in the issues that affect their lives. Its expresses values of fairness, equality, accountability, opportunity, choice, participation, mutuality, reciprocity and continuous learning (Wikipedia).

One important point to remember is that there are conceptual differences between Coorporation from Community Development, that theoretically Community Development is very different from the development community. The Community Development refers to the development of community because its district is confined to communities; and benchmark of their social life is a culture of community in association (gemeinchaft) (Anis Ulfiyatin, 2008: 1). Community Development is just a part of a broader CSR mechanisms. CSR programs can be implemented across district boundaries of company's operations, and it may even be developed in nationwide scope.

According Yakovleva (2005), CSR in mining sector is the adoption of an effort to address the challenges of global, national and local in enhancing positive impacts and minimize negative impact of mining operations. CSR is not a final strategy for the company for the sustainable development, it is simply an alternative way to increase the benefits of the company's existence for the community.

Community Development Program is a program of development and the participation of companies / business boards in an effort to improve the communities around the company. The program is divided into three, namely: 1) Community Relationrefers to the program relating to one of guiding relationship to the community. 2) Community Servicerefers to the program relating to the public facilities support, and 3) Community Empowermentrefers to the program relating to the community's empowerment.

As theoverview, the following is the potential and management of Community Development in Tabalong. Some coverage of community development in education, among others, can be seen in the table below:

Table 1. Scope and Target of Community Development

CD Program	Scope	Target	Issues relating to CD	Handicaps
Education Section: • Skill Training for the surrounding community	Community empowerment	Surrounding community	Some of the issues that are available: a. Programs are uneven b. The mechanism for the selection of the schoolarship recipients are not transparent c. Lack of dissimination in the community	Lack of public awareness of the program leds to public views, that CD program is a program to distribute the money from the company, so there is the impression that the people are reluctant to implement the programs with a great efforts relating empowerment and development of business.
• Borrowing of educational facilities	Community services	Schools		
• Field Working Practice for High School and Higher Education Students	Community relations	Vocational schools and higher education		
• Schoolarship for Elementary Education	Community relations	Elementary schools		
• Facilities developement for all the levels of educations	Community services	Elementary school, junior high school, senior high school, and higher education		
• IT Developement for communityt	Community empowerment	Surrounding community		
• Sponsorship for activities of education, training, and sports	Community relations dan Community empowerment	Teachers and students		
• Schoolarship for D3, S1, S2 students and Islamic School students	Community relations	Teachers and students		

Resource: CSR division group of Adaro and Astra Agro Lestariin Tabalong District.

When examined, the coverage of education funding through the Community Development mechanisms are in the various forms, though in the case in Tabalong, there are still many problems found in its implementation. Those problems include : the uneven program, selection mechanisms are not transparent, and lack of dissemination. Community Development and other CSR mechanisms can be the alternative education financing potential if managed properly.

The provisions in the Act No. 40 of 2007 and Government Regulation No. 23 of 2004 on liabilities to give CSR to the surrounding community. In the fund distribution, companies must prioritize the nearby residents or in the ring one and the next ring, who are perceived that they need to have funds for compensation for the environmental impact of the company's operation.

It has been assumed that the absorption and utilization of the financing from this sector are often caused by the fact that the region has not had clear legal rules about mechanisms and forms of utilization of CSR funds. Most of the utilization of CSR are managed directly by the respective companies and there is no specific mechanism in many regions in managing these funds for the benefit of a broader education. This condition on the one hand implies that the company avoids the possibility of funds misused in distribution, because it has a direct relationship with the community in the mechanism of distribution. But on the other side, the local government does not have mechanism of control and authority to distribute funds according to priority of use it corresponding with the needs of educational financing. Forms of aids involving local government usually are in the form of scholarships for which the selection process involves the local educational office, but most of funding aids are not distributed by using the mechanisme.

The decentralization policy enables the local governments to acquire and manage the educational funding from the various sources. The establishment of the various companies in the region should be seen as a huge potential to support a variety of educational policies. Thus the development of the economy and the

business sector in the various regions also directly bring a positive impact on the development of education as an asset of the nation in the future time.

CONCLUSION

The decentralization of education has been implemented by the central and local governments. Many positive impacts percieved by the local community, but there are some problems associated with this policy. Financing is one important aspect in the management of education, so it always gets the attention from the local government. The decentralization policy requires the region to continually find out and manage the resources of education financing. CSR is an alternative education financing mechanism in CSR or Community Development, allowing the region to be able to organize educational services better, although the mechanism of CSR / Community Development aid is not always in the cash funds, but it can be in the forms of program or direct services. In this relation, it is needed a better management and standardized fund management on CSR / Community Development in order that the fund distribution is according to the target and in relation to the target of implementing policies form the local government.

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THE QUALITY IMPROVEMENT OF INCLUSIVE EDUCATION THROUGH PERFOMANCE OF SCHOOL SUPERVISOR

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ABSTRACT

Inclusive education is a fresh breeze for children with special need to acquire a education right in regular schools. Inclusive education is a new challenge in the world of education, particularly for teachers in implementing the learning. Inclusive education as a learning service system must accommodate differences in the ability of individual learners, demanding teachers able to provide learning of diverse and differentiate in one class at a time. That teachers are accustomed to implementing learning of diverse and differentiate, then various training has been done though yet to reach all of the teachers at the school inclusion. Teachers need to be encouraged to implement inclusive learning in each school. To support teachers in learning in school inclusion, can be strengthened with a supervision role of the principal. The principals, as the closest supervisor of teachers need to be involved in the planning, and the implementation of inclusive learning. Technique of supervisor's involvement can be direct and not as in supervision techniques. To equip the school inclusion, need mentoring and training supervisor of the school inclusion on an ongoing basis.

Keywords: inclusive education, quality improvement, performance supervisor.

Three focus in preliminary research is done to teachers in inclusive elementary schools in Yogyakarta. First, the condition of inclusive elementary schools in Yogyakarta; second, an overview of learning implementation, and three, an implementation overview of learning supervision in inclusive elementary schools. Preliminary research as part of the mapping process of development inclusive learning supervision, can be summary that: a majority of inclusion schools which was elected held inclusion education since 2005 and 2007. Based on the data obtained, the number of students with special needs for each inclusion elementary school on quite a lot. Types of special needs on average is mental retardation and slow learner. Learning implementation still done with regular school, and only a few teachers who do differentiate learning. For instructional supervision, 28 teachers stated have not supervisedexclusively as inclusion school.

Classroom teacher who teach on school inclusion, the average has been getting training of inclusive education. Most of trained teacher have knowledge and skill of learning in inclusive school. Based on experience to accompanying teachers who followed education and training of inclusive education, they have understood the steps of assessment, and compose a profile of students with special needs in inclusion school. Based on assignment that is given as a action plan (RTL) post-training, teachers have an excellent skills progression in planning and implementing inclusive learning. But, when linked to data of preliminary research from teachers about inclusive learning, all of teachers almost stated have not been plan an inclusive learning.

Inclusive education trainings have often done, both held by department of education of Special Province of Yogyakarta and department of education in region Yogyakarta both. Classroom teachers who has gained inclusive educational training should be applying the knowledges and skills of inclusive learning in theirs schools. If that skills are not conditioned and familiarized, then the skills to do inclusive learning will be lost. Therefore training result of inclusive learning which has been given to become less meaningfull. The reasons or causes not to be done the planning and implementation of inclusive learning with initiated assessment, did curriculum and learning modification, and differentiate learning, because of lack of support or encouragement from supervisors. Supervisors or principals has not been inclusive learning supervision.

Departement of Education of Special Province of Yogyakarta policy on new students admission also been given opportunity openly to students with special needs to be able to join in regular schools. But, the service to students with special needs not done well, it will beharm theirself. Supervisor, both principal or superintendent in carrying out instructional supervision did not ask or less appreciated about inclusive learning. Even a discussion or questions relating to result of education and training didnotask orless appreciated about inclusive learning has yet to be the interesting part in inclusion school. Based on the real conditions in school inclusion, presumably increasing the performance of supervisors in school inclusion is very necessary. However many supervisor role participation to grow and development of inclusive education in each school.

Glickman (2014: 14) emphasizes the importance of supervisor ability, as a modality, namely: knowledge, interpersonal skills, and technical skills. Knowledges that underlying related with learning and supervising. Interpersonal skills that can be coloring the group, and what kind of technical skills are required. Knowledges will be underlying interpersonal skills and technical skills that complement each other. In order to supervisor in inclusion schoolshave the knowledge, and skills especially related with inclusive education, so supervisors need to be given a training or mentoring. Training alone is not enough, but also must be accompanied and be monitored, how the supervisors do a supervision post-training. Thus supervision training in inclusive school must be sustainable.

This paper, discusses quality improvement of inclusive education in Yogyakarta through school supervisors performance. The goal is to integrate that teacher who already got inclusive education training want to makes an effort, so inclusive learning can be implemented in each school. Classroom teacher as a spearhead of learning want to implement inclusive learning, required supervisor who wants to getting involved on inclusive learning. So, the principals and teachers who have been trained in inclusive education, need to be monitored and accompanied for their performance. Don't let the teachers and principals who have been trained subsequently left for granted. If during this time inclusive education training has done to the teachers and the principals, then the supervisors training must be given which the training more focus on inclusive learning, supervision aspect of what should be done and supervision steps of inclusive learning.

Inclusive education in Special Region of Yogyakarta has been declared on 12 December 2014. DIY is the eleventh province which declared inclusive education. However, long before the declaration of inclusive education, DIY especially Yogyakarta city has initiated the inclusive education with reinforced the existence of mayor regulation in 2008. In order to provide care and opportunities for children with special need's education, DIY also released Perdanomor 4/2012 about the protection and the rights fulfillment of persons with disabilities. That regulation as a form of caring and accommodating from the existence of Law of Republik Indonesia nomor 19 years 2011 about legalization of The Convention On The Rights Of Persons With Disabilities. The mission of the inclusive province and city, will not be achieved when there is no action.

There are many forms and models and of educational services for children with special needs. In general educational service model can be categorized in segregation or inclusive group.

Where the segregation model is a educational service model for all children with special need are given specifically in one group, while inclusive model is educational service model that provides space and opportunities for children with special needs get a chance along with children in general in one class or in one school. According to Samuel A. Kirk (1986), mention that special education service model from full regular school (least restrictive environment), regular school with teacher consultant, regularschool with itinerant teacher, regular school with resource room, part-time special school, selfcontained special class, special day school, residential school, and residential institution. At that time Kirk has not yet referred to it as inclusive school but better known as meanstreaming model.

Similarly with Hallahan and Kaufman (2006) has provided an explanation about the forms of education organization for children with special needs from regular class only, regular class with consultation, itinerant teacher, resource teacher, diagnnostic-prescription center, hospital or homebound instruction, self-contained class, special day school, andresidential school. Form this various models certainly each model has advantages and disadvantages depending on condition from children with special needs and policy of education system had been applied in one place or country.Of course, the higher of consciousness of school for the openness education access for children with special needs would be better anyway.

The Role of Supervisors in Improving Inclusive Education

Supervision is a construction that are planned to helping teachers in doing their job. Supervision related with a quality, as Kemendikbud (2014: 7), the quality of education is the school ability to manage school in operational and efficient towards the components that are associated with school, thus resulting a added value against the components according to the norms or standarts apply. According to Soetopo and Soemanto (1988: 57),in general supervision means observe, supervise, or guide and stimulate activities of another persons with the intention to repair. According to Ametembun (1999:23), supervision is coaching toward improvement of the education situation commonly and increase learning and teaching quality in classroom especially.

The duties of learning supervision, not just be imposed to the school supervisor but also the principal. A principals must do instructional supervision in his school. Minister of Education of IndonesiaDecree, number 13 years 2007 aboutstandart of school/madrasah principals mentions one of the must have competence is competency supervision. In the dimention of supervision competency, theprincipal at least should: 1) planning instructional supervision

program in order to improve the professionalism of teachers; 2) doing instructional supervision against teachers using the approaches and techniques of supervision properly; and 3) follow up on the result of instructional supervision against teachers in order to increase teacher professionalism. The principal responsibility of guiding teacher in drawing up the plan of learning implementation and learning success.

Supervision by supervisor, principal, or selected senior teachers have the task of directing and guiding teachers in the learning process. Through the direction and guidance of the supervisor, a teacher is expectected can do the learning process to the maximum and optimum, such as: (1) make the planning of learning; (2) do the learning; (3) assess the process and the result of student learning; (4) are able to motivate and encourage students to learn; and (5) manage class in support of the achievement the learning goals. Through intense learning supervision activities, are expected learning quality and learning goals achievement will be more effective and efficient. Similarly, the development potential of students will be able to be implemented maximally.

In line with the consciousness of the world for education for all, the education dynamics and attention for children with special needs are getting better. Similarly in Indonesia, in line with the existing policies, attention to children with special needs will be better anyway. Beginning of integrated education as a form of service in addition to segretion, and is now heading on awareness of inclusive education. Since the existence of Minister of Education Decree number 70 years 2009 about inclusive education, inclusive school grew rapidly.In fact with a large number of district/city or province that declared itself as inclusive district/city, then more over inclusive school are opened. Special Region of Yogyakarta as one of province that declared inclusive education.

The regulation strengthen inclusive education service is already quite a lot. To support inclusive education in DIY currently has taken up teacher assistant from special school to inclusive education fluency. The presence of special guide teacher is very helpful in inclusive school, but the presence and the limitation of special guide teacher of course cause insufficient to inclusive school. To address all of that, then the awareness must hold, skill from internal party own school teacher or principal about learning strategies in inclusive school. Teacher often obtain inclusive

training or workshop. In order for the inclusive education can be done the role of supervisor is very necessary. The supervisor role, should be reflected in programs, and implementation of inclusive learning. To enhance the supervisor role then required training and mentoring post prepare the action plan.

The supervisor role in school is very important for inclusive school. Supervisor must be able of arousing the learning motivation for teachers, and particularly teachers who have an inclusive class. Teacher who are still spirit with the results of training, it should be facilitated to take explanation to other teachers. Supervisor encourage the teacher who have received the training for designing model of inclusive learning and makes lesson study for other teachers. The principals as supervisor, get involved on the planning, as the stage in supervision commonly. When supervisor role already running, then the task is possible the training results will be done by the teachers. Especially when the teachers who had received training are also supervised with the appropriate device for inclusion school.

The Strategy of Improving Perfomance School Supervisor

A variety of workshops for principal and teacher have often done, but the follow-up post-training less optimal. Many teachers and principals who haven't done real action in inclusive school. This is caused the difficulty of changing viewpoints and teacher's habit in learning, are also still large number of constraints caused by regulations that sometimes are contradictory. As a result, many teachers who have yet to compile the program, implement and evaluate learning as they should do in the inclusive class. Besides that, teachers themselves still confused giving education service in inclusive class. The principalrole also haven't been maximal despite already getting training of inclusive education.Training materials for principals haven't come to training of strategy and technical mentoring.

Inclusive education training for supervisor, either individually or together with teachers have often done. Training materials such as understanding and concept of inclusive education, assessment of needs, profile compile of children with special needs, syllabus and compile a lesson plan (RPP) of inclusion school, inclusive learning programme has been given. But training for supervisor with materials of inclusive learning supervision and supervisor role has not much to do. Materials of principal role as inclusion learning supervisor and what must do to increase knowledge and skill of supervisor learning quality in inclusive school. With the consciousness of supervisor in giving the insight and strategy of inclusive learning

then it will spur a classroom teacher for more braving to explore a variety of techniques and strategy in each inclusive class.

After principal as supervisor get special training with materials of inclusive learning supervision, there should be a concrete next step. The step that must be done is the mentoring for supervisor in each school, how they compile supervision programme. Is the supervision program has described as inclusion school. What office must do, if supervisor hasn't yet compile programme of inclusive learning supervision and supervision programme still the same as regular school. Of course mentoring for supervisor in inclusion school that had been trained still needed. Like online mode which are many to do for learner teacher now, then mentoring form can also be done with online system. Back up program, reporting the implementation of inclusive learning supervision should be done periodically by department of education or teams are appointed by department of education.

The strategy of improving inclusive school supervisor performance needs to be constantly improved. If the performance of inclusive school supervisor has acted properly, it is not impossible that school can organize inclusive school fully (full inclusion). Supervisor involvement will be greatly impacted and felt by teachers. For example, a teacher of inclusive class compiled learning planning but not based on assessment result and profile of children with special needs, and then a supervisor admonish and mentoring that teacher. So as when learning supervision, supervisor asked planning and execution learning that differentiate between regular student and student with special needs then the teacher will try to fix. More over supervisor doing supervision to teachers with principles of instructional supervision and politely doing, teacher will attempt to fix it.

CONCLUSION

In order to teachers as spearhead in the learning in inclusive school can run the task properly, so it can be done by improving the performance of principals as supervisor. Supervisor must take on the role, so teacher who has received inclusive training can continue to develop and implement inclusive educationin the school.In order for classroom teacher want to compile inclusive planning and learning properly, then supervisor should facilitate teacher in compile the planning and doing the learning with supervisor mentoring.Even other teacher who haven't got a

chance of training can be facilitated by making use of trained teacher as model in lesson study. Next in order for supervisor, can act better in inclusion school, then supervisorswho are trained and have compiled action plan, should be monitored by teams who are led by department of education, both the second level or province as responsible person towards the improvement of inclusive education quality.

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THE ELEMENTARY SCHOOL TEACHERS' ABILITY OF IN INTERPRETING AND ORDERING FRACTION

Hongkie Juli

ABSTRACT

The purpose of this study was to describe the elementary school teachers' mathematical skills on the numbers, especially fractions after they have participated in a workshop. The abilities of teachers would be described in this study were the ability to interpret a fraction, to order some fractions, to add and subtract two fractions, to interpret the multiplication and division of two fractions, and to multiply and divide two fractions. In this paper, the author just only would describe the teachers' mathematical skills in interpreting what was the meaning a fraction, and ordering some fractions. This capability was described by the results of test given to teachers after they have attended the workshop. Research subjects in this study were 17 elementary school teachers at Yogyakarta. Fifteen teachers could interpret fractions as part of a whole, six teachers could interpret fractions as a result of the division, two teachers could interpret fractions as the measurement results, two teachers could interpret fractions as ratios, and there were no teachers who could interpret fractional as operators. There were sixteen teachers used equating the denominator strategies to order some fractions, there was one teacher who used the strategy to change fractions into decimal fractions to order some fractions, and there was one teacher who could not to order some fractions.

Keywords: workshop – mathematical abilities – interpreting and ordering fraction

According to Patricia F. Campbell et al. (2014), mathematical skills and pedagogy abilities of primary teachers were directly and positively related to achievement of students taught by them. There was a significant relationship between the teachers' perception with the knowledge achieved by the students. The teachers' perception in this study was defined as (1) the teachers' paradigm on mathematics teaching and learning process, and (2) teachers' care to the tendency of students' math skills. Teachers' care to the tendency of students' mathematical skills related with the mathematical knowledge of teachers. Teachers' paradigm on the settlement of mathematical models and organize learning supported teacher mastery of the mathematics knowledge and the pedagogy. So, one of the things that need to be enhanced to improve students achievement was teachers' mathematical abilities.

Kanisius Demangan elementary school want to increase student achievement in mathematics. Based on the research results of Patricia F. Campbell et al. (2014), which has been described before, the one effort that could be done to meet the expectations of Kanisius Demangan elementary school was to improve math skills of the teachers. The effort was made by researchers to improve the mathematical skills of teachers in Kanisius Demangan elementary school was to provide mathematics workshops for teachers in that school. Teachers' math skills would be upgraded divided into four areas, namely: numbers, geometry,

measurement, and statistics. In this paper, the author would be presented only a small part of the research results obtained in this study. The study's result would be presented in this paper only related with the teachers' ability in numbers, especially interpreting and ordering fractions after teachers attend workshops.

One of the research questions this research was how the math skill profiles of elementary school teachers about the numbers at the primary school level after following the workshops? The purpose of this study was to describe the elementary school teachers' mathematical skills on the numbers, especially fractions after they have participated in the workshops. The abilities of teachers would be described in this study were the ability to interpret a fraction, to order some fractions, to add and subtract two fractions, to interpret the multiplication and division of two fractions, and to multiply and divide two fractions. In this paper, the author just only would make description about the teachers' mathematical skills in interpreting what was the meaning a fraction, and ordering some fractions. This capability was described by the author base on the results of a test given to teachers after they have attended the workshop.

According to Neisser, 1967 (in Solso 1991), the term cognition refers to the entire process in which the sensory input was changed, reduced, interpreted, stored, retrieved and used. According Matlin (2009), the term cognition referred to the process of receiving, storing, changes, and using of knowledge. According Marpaung (1987), cognition

was defined as something that is internal: something that could not be observed directly. According Marpaung (1987), cognition process meant a process going on in one's mind from receiving the data, then process it, storing in the form of information in memory, and recalling from memory when needed in order to further data processing. From the above explanation could be concluded that the process of cognition was a process that occurs in a person's mind when they accepted and processed data, stored information in memory and recalled from memory when needed in order to further data processing and cognition was information held by a person in his or her mind about something.

Skemp (2009) argued that mathematics was how to use the human mind that would increase the power of the human way of thinking. Therefore, according Skemp (2009), mathematics should be taught in ways that allow students to use their intelligence and not just rote learning. Skemp (2009) found that mathematics could be taught in ways that allow students to use their intelligence, there were two principles that need to be considered in the study of mathematics, namely: (a) The mathematics concept on a higher level than that of the students could not be communicated to them by giving a definition, but to provide a sample set accordingly; (b) Because in mathematics such examples almost always need another concept, the teacher must ensure that another concept that has been formed in the minds of learners first.

In 2002, Sutarto Hadi developed a professional development model for junior high school teacher. The model was developed by Sutarto Hadi in his study were as follows: (a) to conduct workshops for junior high school teachers who would be the subject of the research; (b) to conduct classroom practice; (c) to make a reflection.

From his research, Sutarto Hadi (2002) concluded that the development model of teacher professionalism developed in this study was a good model for the professional development of mathematics teachers in Indonesia, in particular to introduce a new approach in teaching mathematics.

Lortie-Forgues, Tian and Siegel (2015) suggested that students' understanding of the fractions was very important in the study of mathematics further and was also used in many professions, but according to Lortie-Forgues, Tian and Siegle (2015) and MA (1999), many students had great difficulty in understanding it. Furthermore, according to Ma (1999), the difficulty was not only the difficulties experienced by students in learning fractions, but also the difficulties experienced teachers to teach the concept of fraction. There were several studies that have been done related to fractions which explains why fractions into one material that is difficult to understand by students, namely:

According to Lamon (2001, in Ayunika, 2012), the development of the students' understanding about the meaning of fractions in the teaching-learning process was a complex process because the concept of fraction had a number of interpretations, namely (1) fraction as a part of the whole, (2) fraction as the result of a measurement, (3) fraction as an operator, (4) fraction as a quotient, and (5) fraction as a ratio.

According to Ross and Case (1999 in Shanty, 2011), on the teaching learning process about fractions, teachers often emphasized on how to do the operation procedure than on the meaning of the operation. Stafylidou and Vosniadou (2004 in in Shanty, 2011) stated that one of the reasons why the mathematical idea of fractions were systematically misinterpreted by students was an inconsistency with the principles of arithmetic used in operations involving natural numbers. For example in the operation of multiplication of natural numbers, if the two natural numbers multiplied, then the multiplicative result was a natural number greater than or equal to two natural numbers were multiplied. It was not always the case if the two fractions multiplied.

According Streefland (1991), in many textbooks the instruction of fractions was characterized by: (a) towards the concept of fraction; (b) there were not meaningful contexts both as sources and domains for the application of fractions., (c) the isolated use of models and patterns, which never extends to serve the process of algorithmization or mathematization; (d) there were not connections with mathematically domains, such as decimal fractions, ratios, scale, and percentages (Vergnaud, 1981) towards the algorithms.

METHODS

The type of this study was the qualitative study, because this study seeks to uncover a phenomenon that occurs in a natural situation, ie the teachers' mathematics ability to interpret a fraction, and to order some fractions after they followed the workshop. Broadly, the steps were carried out by the researcher in building teachers' ability profiles above were as follows: (1) the researcher held a workshop about interpreting and ordering fractions; (2) the researcher made some problems about interpreting and ordering fractions which were done by the teachers after they attended a workshop; (3) the researcher made the description about the material presented in the workshop on interpreting and ordering fractions; (4) the

researcher made a description of how the process of the workshop happen; (5) the researcher created the teachers' mathematics ability profiles on interpreting and ordering fractions.

RESULTS AND DISCUSSION
Description about The Workshop Material And Activities

The material presented in this workshop was about interpreting and ordering fractions as follows: (1) The meaning of fractions, namely (a) fractions as part of a whole, (b) fractions as a result of the division, (c) fractions as a measure, (d) fractions as ratios, and (e) fractions as operators; (2) The definition of the simplest fractions, the equivalent fractions, the namesake fractions, and the mixture fractions; (3) The definition of less than in fractions; (4) The ordering fraction techniques, ie (a) by equating the denominator of the fractions were sequenced, and (b) by transforming the fractions to decimal number.

Activities that occur in the workshop were as follows:(1) The facilitator asked what the definition of fractions; (2) One of the participants answered a fraction was form, where a was an integer, and b was an integer and not equal to zero; (3) Facilitator limited a definition of fractions as followed a fraction was a form, where a was a natural number and was called the numerator, and b were a natural number and was referred to as the denominator; (4) The facilitator explained the reason why a and b were natural numbers, namely: for the first phase, a fraction was limited to natural numbers. Only in the later stages, fractions expanded to integers; (5) The facilitator asked what means; (6) One of the participants answered means that there were 3 of 4 parts; (7) Another participant answered means the result of 3 divided by 4; (8) The facilitator explains the others meaning of , ie as size, as the ratio, and as operator; (9) The facilitator asked what the simplest fractions; (10) One of the participants answered a fraction called the simplest fraction if there were no more numbers could be used to divide the numerator and denominator of the fraction; (11) The facilitator clarified the participant explanation and provided confirmation about the simplest fraction.; (12) The facilitator asked what the equivalent fractions; (13) One of the participants answered the equivalent fractions were the fractions that have the same value; (14) The facilitator provided reinforcement on the definition of the equivalent fractions; (15) The facilitator asked what the namesake fractions; (16) One of the participants answered

the namesake fractions were fractions that have the same name; (17) The facilitator clarified the participant explanation and provided confirmation of the namesake fractions; (18) The facilitator asked what the mix fractions; (19) One of the participants answered a fraction referred to as the mixture fractions if the numerator of the fractional value was greater than the denominator of the fraction; (20) The facilitator provides reinforcement on the definition of the mixture fractions; (21) The facilitator asked what the meaning less than on fractions; (22) The participants were difficulty to answer the facilitator questions; (23) The facilitator explained about what was the meaning of less than on fractions; (24)The facilitator asked how to order some fractions; (25) One participant explained how to order fractions was by equating the denominator of the fraction to be ordered. After all fractions had same denominator, then the next step was to order the fractions based on the numerator. The smallest fraction was the fraction that had the smallest numerator. The biggest fraction was the fraction that has the biggest numerator; (26) The facilitator asked if there were other ways to order some fractions; (27) One of the participants answered each fraction was converted to decimal fractions. Once in the form of a decimal fraction, it could be ordered according to the ordering rules on decimal fractions; (28) The facilitator clarified and provided reinforcement how to order some fractions by transforming to decimal number.

The Teachers' Mathematics Ability Profiles On Interpreting And Ordering Fractions

There were two problems about interpreting and ordering fractions that were given to teachers after the they attended the workshop. The problems were given to teachers as follows: (1) Explain what does the meaning of !; (2) Which one the smallest fractions and the biggest fractions for these fractions and ? Explain how to get the answer!

The indicator of the first question was the teacher could define a fraction as (1) part of the whole; (2) the result of the division; (3) size; (4) ratio; and (5) operator. The indicator of the second question was the teacher could explain how to order some fractions.

The teachers' mathematics ability profiles on interpreting and ordering fraction from this research as follows: (1) 15 teachers of 17 teachers had ability to explain the meaning of fractions as part of a whole; (2) 6 teachers of 17 teachers had ability to explain the meaning of fractions as a result of the division; (3) 2 teachers of 17 teachers had ability to explain the meaning of fractions as a measure; (4) 2 teachers of 17 teachers had ability to explain the meaning of fractions as ratios; (5) No teacher of 17 teachers had ability to explain the meaning of fractions as operators; (6) 15 teachers of 17

teachers had ability to explain how to order some fraction by equating the denominator of the fractions were ordered.; (7) One teacher of 17 teachers had ability to explain how to order some fraction by transforming the fractions to decimal number.

One teacher of 17 teachers did not have ability to explain how to order some fraction by equating the denominator of the fractions were ordered and by transforming the fractions to decimal number

CONCLUSION

There were two conclusions obtained from this research process related to the ability profile of teachers in interpreting and ordering fractions, namely: (a) The meaning of fractions which was the most able to understand by the teacher was the fraction as part of the whole. The meaning of fractions which was the most able not to understand by the teacher was the fraction as operators, (b) The ordering fractions technique which was the most able to understand by the teacher was by equating the denominator of the fractions were ordered. The ordering fractions technique which was the most able not to understand by the teacher was by transforming the fractions to decimal number.

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THE EFFECT OF SHOW AND TELL METHOD ON THE IMPROVEMENT OF SPEAKING SKILLS FOR MENTAL RETARDATION CHILDREN

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ABSTRACT

This research aimed to know the effect of show and tell method on the improvement of speaking skills the indonesian subject on describe the material objects or person based characteristics with control language for mental retarded children. The method used in this study is an experimental research method. The design of this study is one group pre test post test by providing a pre test, then 2 sessions of treatment and a post test. The sample in this research is 7 children by using total sampling technique which is taking the entire population as a research subject. Data collection techniques being implemented in this study is observation and speaking tests. Data analysis used statistic non parametric by method Wilcoxon Signed Ranks Test. The results showed the mean value of posttest is better (75,00) than the mean value of pretest (54.00). Results of statistical analysis obtained by value Z = -2388 and Asymp. Sig (2-tailed) = 0.017 at significance level of 5% (α = 0.05), which means that Ho is rejected. It can be concluded that there is significant effect of show and tell method to improve the speaking skills in indonesian subject for retarded children.

Keywords: show and tell method, speaking skills, children with mental retardation

A study aimed at educating the nation and developed a complete Indonesian human, the human whose faith and piety to God Almighty and noble character, knowledge and skills, physical and spiritual health, personality steady and independent and sense of responsibility of community and nationality. This suggests that children with disabilities are entitled also obtain the same opportunities as other children (children of normal) in education.

The citizens who have physical, emotional, mental, intellectual and social or entitled to special education, (The Law of UU No.20 of 2003 on National Education System). Of the legislation above, it is clear that all citizens are either normal or children who have the disorder are entitled to education. Further described in the law is that the education necessary for them are special education in accordance with abnormalities and classification. Thus there will be differences between the education given to children who have physical, emotional, mental, and children who have a certain intelligence and potential.

The child tends to have defects, abnormalities in the physical aspects include the sense of sight (visual impairment), disorders of auditory (hearing impairment), disorders speech, and dysfunction of limbs (quadriplegic), (Efendi, 2008: 3). Children who have abnormalities in the mental aspects include children who have mental abilities more (supernormal) is known as a gifted and talented child, and children who have the mental ability is very low (subnormal) known as children with mental retarded child. Children who have abnormalities in the social aspect is a child having difficulty adapting their behavior to the surrounding environment. Children included in the group known as emotional and behavioral disorder.

From the above classification, the researchers took the subject of children with mental retardation that children who have the intellectual capacity below the average, an IQ of 70 or lower that began before the age of 18 years, it is difficult to adjust, ill-equipped to think about abstract things, and necessary services special educational.

The special eductaion and reflects the inability of psychological behavior or developments that underlie the development of mental functions. The classification of children with mental mental retarded were divided into three, namely: mild mental retardation, moderate mental retardation and severe mental retardation. This study takes the research subjects were moderate mental retardation. The characteristics of children with moderate mental retardation children being is mental retarded children were barely able to learn the lessons of academics. They are generally trained to take care of themselves and their daily activities. At the age of their adult new age of 7 years (Moh Amin, 1995: 37). The mentally retarded students experiencing problems in cognitive abilities, language skills, and social skills (Sugiarmin & Baihaqi, 2006: 119). One of the barriers to children with mental retardation is the ability to speak. The language skills of children with mental retardation, especially with regard to

syntax and vocabulary (Endang Rachayadi, 1983). This resulted in retarded children have difficulty in language skills and speaking skills.

Talking is a way to speak up verbally to others (Saddhono (2012:23). In other words speak means to communicate with others. In order for children with mental retardation have considerable skills as a major capital in communicating with others, so they are neccesary the require methods that can support the needs of children with mental retardation, especially in language skills and speaking.

To resolve the matter in this study, the researchers will implement a demonstration of project methods said (show and tell). The project methods is Lessons assign tasks to students to show something that is considered a novelty in accordance with the learning materials are delivered (Saragih, Amir & Ismunandar, 2013: 3). Once learners shows the results of the project, learners are then delivered (said) the results are in front of the class. Rests of the problems mentioned above, it is necessary to look for solving problems using effective learning methods and in accordance with the characteristics of learners, the learning method demonstration project said.

Based on this background, it can be formulated problem is how the effect of show and tell method on the improvement of speaking skills for mental retardation children?

The purpose of this research was to determine the effect of show and tell method on the improvement of speaking skills for mental retardation children.

The hypothesis of this study is there are significant show and tell methodto increase the speaking skills for retarded children.

METHOD

The research was carried on in SLB Negeri Surakarta is located at Jl. Cocak X Sidorejo, Sambeng, Mangkubumen Banjarsari, Surakarta in Februari 2015.

The method used is an experimental method to the design of the study *one group pretest-posttest.* Design *one group pre-test-post-test* is a reseacrh method in how to make one measurement at the front *(prettest)* before their treatment *(treatment)* and after it was measured again *(posttest)* (Arikunto, 2006: 76).

In this reseach, before providing treatment in the form of learning show and tell methods, researchers give an oral question to describe the material object or a person based on characteristics with controlled language of mental retarded children *(pretest)*. And then, the students of mental retarded are given *treatment* in the form of show and tell

methods. Finnaly, the student of mental retarded give an oral question to describe the material object or a person based on characteristics with controlled language *(posttest)*.

The independent variable in this study is the show and tell method, while the dependent variable is the speaking skill in the Indonesian subjects on describe the material object or a person based on characteristics with controlled language classes for children with mental retardation.

Population and samples of this study are all student with mental retardation as many as 7 students. The sampling technique used is *total sampling.* It is a sampling technique by taking all members of the population as a respondent or samples (Sugiyono, 2009)

Data collection techniques using the method of observation and tests. Observation method to observe the implementation process of learning activities that are focused on active learners in learning as well as the seriousness of learners in completing the task. In this study, researchers also act as executor of learning activities at that time. Meanwhile, the test used is an oral test to measure students' speaking skills, and then action test or performance test to measure the results of student performance in carrying out a project or activity. Performance test is divided into two aspects of assessment, namely the aspects of language and aspects non-language. In the aspects of language are divided into four assessment items, while the aspect non-language divided into three assessment items. So all totaled 7 assessment items. Each one assessment items have a score between 1 to 4. Each score has a category, a score of 1 is the category that needs guidance, score 2 category enough, a score of 3 categories of good and very good score of 4 categories.

Before the test questions used to retrieve data first be validated instrument that includes aspects of language and aspects non-language. Validation of the instruments used is the validation of content, through three experts, among other outstanding educational specialists in particular deal with children with mental retardation, linguists and class's teacher.

The data analysis technique used is non parametric analysis of the test rankings marked *(Wilcoxon Sign Rank Test).*

RESULTS AND DISCUSSION

Research result the effect of show and tell method to increase the speaking skills in Indonesian subject for children with mental retardation, can be presented in the following table:

Table 4.5. Descriptive Data
   Value *pretest* and *posttest* on subjects Speaking
   Skills in Indonesian Subject

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
pre test	7	39	68	54.00	13.013
post test	7	61	89	75.00	13.077
Valid N (listwise)	7				

The value *pretest* of speaking skills in Indonesian subjects gained an average value of 54.00. The highest value of 68.00 and the lowest value of 39.00 with a standard deviation or standard deviation of 13.013. While the value *posttest* speaking skills in Indonesian subjects gained an average value of 75.00. The highest value of 89.00 and the lowest value of 61.00, with a standard deviation or standard deviation of 13.077.

The results of data analysis *Wilcoxon Signed* Rank test analysis with SPSS 22 as follows:

Table 4.6 Calculation of the data analysis skills of speaking in Indonesian subjects before and after treatment using the *Wilcoxon Signed Ranks Test*

Ranks		N	Mean Rank	Sum of Ranks
post test - pre test	Negative Ranks	0[a]	.00	.00
	Positive Ranks	7[b]	4.00	28.00
	Ties	0[c]		
	Total	7		

a. post test < pre test
b. post test > pre test
c. post test = pre test

Test Statistics[a]	
	post test - pre test
Z	-2.388[b]
Asymp. Sig. (2-tailed)	.017

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks.

The results of descriptive analysis is obtained the value *pretest* of speaking skills an average of 54.00 and value *posttest* of speaking skills an average of 75,00, then the results of statistical analysis of data generated Z count = -2.388 while Asymp. Sig (2-tailed) = 0.017 was below 0.05. Asymp value. Sig (2-tailed) Z is calculated from *Wilcoxon* signed rank test is less than the significance level of 5% ($\alpha = 0.05$), then Ho is rejected and Ha accepted.

DISCUSSION
   The results showed there are significant show and tell method to increase the speaking skills in Indonesian subject for mental retarded children.

The results of this study are consistent with the theory Ghofur (2014) that the project is a method of teaching in which students either individually or in a group given the task to complete the activities which can be observed and measured. The results are consistent for the use of project learning model in the Indonesian subject make students able to complete individual tasks and activities that have been given by the teacher and the results of these tasks can be observed and measured.

In addition, this research was supported also by the opinion Hosnan (2014) that the project learning model is a learning model that uses a project or activity as a media. Teacher assigns students to undertake exploration, appraisal, interpretation, and information to produce various forms of learning outcomes.

The results are consistent for the use of the learning model projects carried out in this study to make students with mental retardation are capable of completing the task of the teacher well and responsibilities as well as students are able to explore or search for information about the assignment so that the learning outcomes in indonesian subject particularly on speaking skills can be improved.

The results are consistent with the results of research that has been done by Junaidi (2013) that the show and tell method has been shown to improve speaking skills learners on non-language aspects and language aspects. Content of the non-language aspect is abble of the teacher's explanations, dare to speak, delighted in talking, the conversation in accordance with the objects brought, and concentration in speaking, while the aspects of language includes precision pronunciation, fluency of speech, speech intelligibility and accuracy of intonation can be increased through the show and tell method.

The results of this study are consistent because the teaching show and tell method, speaking on aspects of language skills and aspects of non-language on the students of mental retardation may increase. Aspects of language in the study include the accuracy of pronunciation, fluency of speech, speech intelligibility and accuracy of intonation, whereas aspect of non-language in this study include the attitude of daring to speak, mastering the material, and motion and expression appropriate to the student of mental retardation be increased. This is because the students have to find out information about the assignment of teachers that are tailored to the subject matter which describe the object or person based on characteristics with languages controlled inquired with their parents, brothers or by her own experience.

Advantage in the conduct of research using show and tell method can affect a person speaking skills in aspects of language and also aspects non-language. The students who previously less precise in pronouncing the word, can not pronounce words clearly, say the word is not in accordance with intonation and less fluent in speaking, using the project learning method of the show and tell for students are trained for skilled in speaking on aspects of language. In addition, students who previously felt scared when asked to come forward, and often neglect the duty of teachers to use teaching show and tell method students become active and bold when asked to come forward to the front of the class, students also become responsible. Student activity in conveying information to make learning into a pleasant atmosphere.

The Barriers to children with mental retardation in learning is not difficult for students when holding activities learning show and tell method, because children are very enthusiastic and they have a way of learning and delivery of content that is different from the others. On this occasion, students may also develop their own thinking power, the power of initiative, creative power, responsibility and train stand on its own, considering children with mental retardation are many difficulties in Indonesian subjects one of which in the speaking skills.

Shortcomings in the conduct of research with show and tell method is a subject that used to have special needs, so in practice the teacher must adapt of abilities and limitation students with show and tell method and subject matter that will be delivered. In addition, teachers also need creativity in delivering course material, so that the subject matter can be accepted students well, especially considering the students of mental retardation has a low memory.

However, the lack of communication with parents teachers lead learning show and tell method can only be applied at the school. They are must be establish good communication, so that parents know the capabilities and needs of children so that parents can implement a show and tell explained in developing speaking skills at home. With the practice speaking at home and at school, students become skilled at speaking both between students and students, students and teachers, and students with parents. Thus, students can develop the skills to speak well of aspects of language and aspects non-language well, it is important for students because the speaking skills is the main capital of a person in communicating.

CONCLUSION

Based on these results, we can conclude that there are significant show and tell methodto increase conversational skills on the subjects of Indonesian for retarded children.

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LEADERSHIP 360 DEGREES PERSEFEKTIF THE HINDUSM VALUE TOWARD TO ORGANIZATION EDUCATION HINDU PROFESSIONAL

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ABSTRACT

Improved performance of organizations affected by the ability of the leadership in directing in achieving organizational goals. This condition also applies to educational organizations, leaders must pay attention to the leadership of 360 degrees. "Leadership" is arguably the central concept of interest in the present knowledge on the management of education. In this article, there is an explicit assumption that leadership is the "real" phenomenon that is not only important, but also the need for educational institutions. Leadership values that exist in the pattern developed by Max Maxwell, needs to be understood as a pattern that is now being developed in the pattern of transformative leadership. It is important to understand for education managers. The purpose of this paper is to examine the concept of leadership 360 degrees which can be applied in educational organizations in accordance with the values persefektif Hindu leadership. The problem in this paper is how to assess the theory or concept of leadership 360 degrees so that a perspective that is beneficial to researchers and organizations in accordance with the values of the Hindu leadership. The method used in this paper is an empirical approach through the study of literature. Original contribution of this paper is the result of exploration of leadership theory or 360 degrees can make professional and educational organizations in accordance with the values of the Hindu leadership. as well as recommendations for the sustainable development of the Hindu leadership and management can be practiced in the Hindu educational organizations.

Keywords: 360 degree leadership, professional organizations. values hindu.

The role of a leader in achieving organizational goals is very important. the organization's performance is influenced by the style of leadership that is run by its leaders. Style of leadership and good management have a mutual relationship that can not be separated in order to achieve the success of an organization. In general, the definition of leadership is the process of influence and affect each other. So to speak, if we look at the insights provided by experts, such leadership is defined as the ability to coordinate and mobilize people and factions for a purpose, so here will be the question arises how to be a good leader, the style and nature of the corresponding with leadership as well as the terms of what needs to be owned by a good leader.

Burns (1978) states: Leadership is a 'process of mobilization of individuals with certain motives, values and access to resources in the context of competition and conflict in achieving the goal, Abrahams (2001) states: Leadership is about vision and have the courage to doing the right thing different from management, all of which are about doing the right thing even if there is a risk. Listening to these terms related to leadership there are some points to consider matters such as: (1) the presence of others who are called men (followers) (2) there is a force that is not balanced between the leadership of the members (3) there is the power of leadership influence others, from said lead born lead verb which means to guide or lead, from the noun leader, the person who serves a lead or leads or those who guide.

Management leadership will have a strong effect on the performance of the organization, which would certainly have an impact on the organization's goals, this should be a major concern for leaders of organizations including Hindu organization leader in the field of education. It needs to be a common understanding that leadership is a process of influencing the group's activities in the formulation and achievement goal attempts. So that the leader has several roles as a leadership role, informative role and the role of decision-makers (Sedarmanyanti, 2016: 273).

So great was the role of a leader within the organization making the issue of leadership is never extinguished in the discussion of management education. Many modern theories of the leadership of both the type of transformational leadership and visionary leadership. One model of leadership that exist in modern theories is 360 degrees leadership. Many things explained that to make a good run organizations should be applying some of the concepts that should be executed if being a leader. So, the issue and the main core issues here are: first, the leader and leadership; second, how leaders are in accordance with the concept of 360 degree leadership John C. Maxwell ,; Third, the values of

leadership 360 degrees in education persepektif Hindu

Leadership 360 Degree Perspectives Values Hindu Literature

Hindu leadership are taking resources from Hindu literature-literature. Hindu leadership point here is how the practice of leadership in accordance with the teachings of Hinduism (Subagiasta, 2010: 11). So the Hindu leadership is an ability to influence others based on the qualities of leadership that exist according to Hindu scriptures. So that the properties are owned achieve organizational goals effectively and efficiently.

The 360 degree leadership to discuss the perspectives of Values then we discuss first Hindu leadership JhonC.Maxwell 360 Degrees.

The 360 degree leadership Maxwell

Books 360 degree leadership John C. Maxwell, explained that roughly leaders should be able to lead in all directions so that a leader must be built by myself without any other person determined by your position within the organization. In this case the most important principle of leadership is not a position of influence, in this case means an individual to become a leader should be able to build their influence to superiors, colleagues and subordinates.

The principles lead 360 Degrees, categorized in three principles in the lead the lead upward, sideways and downward. Therefore, in The 360 Degree Leader, can float the influence of any position in the organization. Maxwell assured that 99% of all perpetrators of leadership in organizations / institutions were at the organization instead of the top. So that all the individual units likely to be the leader of 360 degrees.The explanation of the principles in the lead, namely:

Lead-Up

1. Lead yourself very well, by being able to manage emotions, and words as a personal right, and in this way will lead to harmony within the organization this happens the impact of the absence of conflict between the individuals in it.
2. Relieve the burden of leadership, do a good job, ready to help whenever needed leadership.
3. Run what others do not want to do, in a sense ready against any task difficult job.Doing thing more than expected, not willing to perform the tasks they are responsible.
4. Do not just manage, thinking longer term in leading the context of a larger view.

5. the establishment of good relationships, need to adapt to the personality of the boss, but still be yourself and maintain a publicly integritas.loyalitas personally produce force, working with a personal weakness.
6. All leaders value time, preparing to take the time your boss, do not let your boss think of you.
7. Timing is essential to good leadership, the right idea at the wrong time will only be accepted as an effective buruk.pemimpin idea should be able to read the atmosphere of the workplace.
8. Being a dependable leader, to remain productive during high pressure, heavy burden, resource bit, when time is limited.
9. Better tomorrow than today, growth-oriented than the target.

From the description of the above item in principle to support the leader, adding value to the organization, differentiating the individual is a better job.

Lead-Across

1. Circle of leadership to the side, in this loop expected of a leader able to care, learn, appreciate, contribute, verbalize and leading and successful.
2. Putting fellow leaders complement rather than compete,aims to toward victory together.
3. Being a friend, listen and discover similarities and spend time outside office hours
4. Avoid office politics, gossip and petty arguments never bring any good. Defending which really was not that popular. Did according to others.
5. Expanding the circle, out of the power of the moment, out of the expertise of the moment, out of the routine, (there are always new ones).
6. Let the best idea wins, seek ideas from multiple sources, pushed the idea of other people better do not force your idea wins.
7. Do not pretend to perfect, admit mistakes, ask for advice, get rid of self-esteem.

The essence of the principle leaders of the above is to follow me, I'll walk with you to win.

Lead-Down:

1. Walk slowly down the aisle, a time when he saw a subordinate, that means if you take care of them they will take care of you.
2. Seeing all the numbers 10, everyone has the advantages do not see their own shortcomings.
3. Develop that every person is a unique individual and intact, using development institutions to develop personal / employee.

4. Putting people on the territory of its power, employs people on the strength of their meaning on their preferred field.
5. Give an example of the desired behavior, the leader is a source of inspiration for his men
6. Spread the vision and give prizes for the results. The organization's goals must be understood by everyone and for members who successfully awarded the prize but not the same gifts for everyone.

The essence of the above explanation is led not by position but through influence or utilization. From these explanations seems that the leader has a coverage area of 360 Degrees, namely: (1). the employer as a structural leader in an organization; (2). co-workers / colleagues in addition to which the level of the structure is the same, and3). subordinates who require supervision.

Leadership Hindu

Vedic states as follows: "*Sweswe dharma niwistanam sarwesama purwacah, warnananmas ramanamca king srsto, bhiraksita*" means: king or leader has been created to protect the color and law that all of them were declining level of position they perform the duties of their obligations. The functions of the Hindu leadership in general there are two types of functions, namely: 1) .protect community, providing a sense of security, responsibility and provide guidance to citizens to participate in realizing security and peace among them (security function). 2) .realize prosperity together members of the community to realize the welfare, prosperity and relieving the inner and outer communities (function prosperity).

The type of leader that is ideal according to Hindu is the leader of the universal meaning of Hindu leaders should understand and appreciate and practice the teachings of breath Hinduism, such as the doctrine *AstaBrata*, *PancaUpayaSandhi*, *NawaNatya*, *Tri UpayaSandhi*,*CaturKotamaningNrpati*, *PancadasaParamitengPrabu*, *Sad UpayaGuna* and other teachings contained in other scriptures. Laissez-fire mode is the type of leadership that is in accordance with the teachings of Hinduism namely *AstaBrata* concept is contained in the Hindu leadership *Itihasa Ramayana*. AstaBrata. This teaching is given to the *Sri Rama* to Wibhisana as King of Lanka.

AstaBrata parts as follows: (1*). IndraBrata*, leaders should follow the properties of *Indra*as the god of rain giver, giving welfare to the people. (2) .*Yama Brata*, leaders should follow *Yama* properties that created the law, enforce the law and impose penalties equitably to everyone guilty. (3). *Surya Brata*, the leader of providing information in a fair and equitable to all the people they lead and always do be careful as the sun is very careful in absorbing water. (4) .*CandraBrata*, leaders should always be able to portray a calm and radiant so that the people they lead feel confident of the greatness of the soul of a leader. (5*). BayuBrata,* leaders should always be able to know and investigate the actual circumstances and will mainly state-dependent communities suffer the most. (6) .*KuweraBrata*, leaders should be wise use of funds or money and there is always a desire to welfare society and not be a spendthrift who the end can be detrimental to the State and Society. (7) .*BarunaBrata*, the leader should be able to eradicate all forms of the disease that develops in the community, such as unemployment, juvenile delinquency, theft and vandals security of the State. (8) *Agni Brata*, Leaders must have the properties can always motivate the growth properties of knights and zeal in subduing his enemies.

Sad WarnaningRajaniti

Sad WarnaningRajaniti orobligations are six main characteristics and capabilities that must be owned by a king. This concept *CandraPrkashBhambari* written in the book "Substance of Hindu Politics". As for the parts *WarnaningRajaniti Sad* are: (1). *Abhigamika*, meaning that the leader should be able to attract positive attention from people. (2). *Prajna*, which means that the leader must be wise. (3). *Utsaha,* a leader must have the creative power is high. (4) .*AtmaSampad*, it means the leader must have high moral sublime. (5). *SamantaSakya*, meaning that the leader must be able to control his subordinates and simultaneously fix the things that are considered unfavorable. (6). *AksudraParisatka*, meaning that the leader must be able to lead the meeting of the ministers and can draw conclusions judiciously so accepted by all parties who have different views.

CaturKotamaningNrpati

CaturKotamaningNrpati is a concept of leadership in the Majapahit Hindu, as written by M. Yamin in the book "Constitutional Majapahit". CaturKotamaningNrpati is four main requirements that must be owned by a leader. (1) *JnanaWisesaSuddha*, it means the leader must have knowledge of the sublime and sacred. In this case it must understand the scriptures or religious teachings. (2) *KaprahitaningPraja*, it means the leader must show compassion for people. leader who loved his people will also be loved by the

people. (3) .*Kawiryan*, meaning that the leader must be characterized by courageous in upholding truth and justice based on its knowledge of the holy. (4).*Wibawa*, means must be authoritative leaders to subordinates. Authoritative leader will be respected by his subordinates.

Tri UpayaSandhi

In *Lontar Gundala Pati* The King mentioned that a king must have three attempts in order to connect with the people. As for the parts *Tri UpayaSandhi* Attempts are: (1) *Rupa*, means leaders must observe the face of the staff. (2) *Wangsa*, that means leaders must know the structure of society (social stratification) in order to determine what approach should be used. (3) *Guna*, leaders must determine the level of civilization or the intellect of the staff so he could find out what is required by the staff.

PancaSatya

Five SatyaThis should serve as the basis for a Hindu leader wherever he is. The fifth runway are: (1) *SatyaHrdaya* (true to yourself / faithful in the live), (2) *Satya* Discourse (honest in word / faithful in speech), (3) *SatyaSamaya* (loyal to the appointment) (4) *SatyaMitra* (faithful friend) (5*) SatyaLaksana* (honest in deed) Fifth should also be used as guidance in his life. So that he would become a great leader, authoritative, respected and so forth.

The success rate of a leader in the lead itself is determined by two factors, namely: human effort factor *(Manusa* or j*angkungingmanungsa*) and factor the will of God (*Daiwa* or *jangkaningDewa*). While the success rate could be a decrease (*Ksaya*), fixed or stable (*sthana*) and improvement or advancement (*Vrddhi*). With the implementation of the above principles, the way to achieve the organization's management Hindu professional education can be achieved, for what is reflected in the principles set out above is directed to the professional leadership.

CONCLUSION

Of Hindu literature values described above can we classifications that that there are some concepts included in a 360-degree leader Maxwell implied in Hindu literature were used as basis Hindu leadership including educational organizations, namely:

Lead Top

To lead and above there is a concept, which can be used as a reference is the principle: a) *Surya Brata* the leader always act cautiously as the sun absorbs water, is analogous in 360 degrees which lead yourself well, promoting prudence so as not to cause conflict; b) *Utsha*, a leader must have the creative power are high, always find a way to objectify this something analogous to become a dependable leader in 360 degrees; c) *HredayaSatya* means to be honest with yourself and maintain the integrity and loyalty, loyal to the leadership of this analogy with relationship rational investment.

LeadAcross: a) *Bayubrata*, leaders should know and investigate the circumstances of the willing to learn and contribute to the organization, this is analogous to the principle of understanding and completing the circle of leadership; b) *Prajna*, the leader must be wise to let the best idea to win not force, is analogous to the principle of let the best idea win; c) Yamabrata, the leader should be fair, defending the right not defend this popular analogy with the principle of avoiding office politics; d) *Kawiryaan*, be brave means to admit a mistake, do not pretend to get rid of self-esteem, this is analogous to the principle do not pretend to perfect the leader of 360 degrees.

Lead Down: a) *Agni brata*, always motivate subordinates to always cultivate these knights properties analogous to provide an example of the nature of the desired properties; b) *Rupa*, a leader must know bawahanya face, it means walking slowly to determine Events subordinates. This is analogous to walking slowly down the aisle in a 360-degree leader; c) *KaprahitaningPraja*, a leader must love bawahanya then subordinates will love you. This is analogous to seeing everyone with the number 10 means, everyone has the potential of each uniqueness; d) *Guna*, leaders must determine the level of civilization or the intellect of staff, this same with the principle of placing the zone their strength.

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ENHANCE LEARNING THEME "DIRIKU" FIRST-GRADE ELEMENTARY SCHOOLBASED ON CURRICULUM 2013 SCHOOL YEAR IN MALANG

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ABSTRACT

Based on a growing issue in the public elementary education (SD) in Malang on the implementation of Curriculum 2013, still found that teachers have difficulties in implementing the concept, theory, and practice of learning. The theme of "DIRIKU" is learned in first-gradeelementary school students is one of the thematic material in the curriculum in 2013 were difficult to apply. This is presumably because the curriculum in 2013 had a scope of materials and teaching methods are very spacious, so that teachers facilitate student learning difficult. The data collection was conducted by questionnaire and interviews in 10% of 275 first-grade teacher in Malang, so that the population of the respondents were 28 teachers in 28 elementary schools. The purpose of this study was to ascertain the problems encountered by first-grade teachers are authentic in facilitating student learning on the theme "DIRIKU" and propose appropriate solutions to the problems encountered so that learning takes place in an effective, efficient, and fun. Thus, the parties concerned will be easier to make improvements in a relatively quick time; because the learning is very important for Indonesia's dignity.

Keywords: enhance, learning and the curriculum 2013.

Based circulars Ministry of the Interior of the Republic of Indonesia Number 423.5/154/sj concerning the implementation of Curriculum 2013 Gradual addressed to all the governors and Regents/Mayors dated January 12, 2015, all elementary schools in Malang implementing Curriculum 2013. Since the implementation of Curriculum 2013 (K-13) is a new thing for most teachers in Malang, then most researchers conjecture that there are difficulties experienced by teachers in implementing the curriculum, 2013. in an effort to prove the allegations, the study aims to gain certainty about things becoming difficult first-grade teachers as facilitators theme "DIRIKU" in K-13 authentically based on a questionnaire, and determine the percentage of teachers who experience difficulties in its efforts as a facilitator of first-gradestudent learning of elementary school in Malang.

This research is important in the effort to locate researchers proposed a solution that can be applied to the learning activities. After the study ended, researchers can provide advice and input to the relevant parties to make it easier to improve the quality of teachers, and revise the curriculum or related in a relatively quick time. Some things that indicate that elementary teachers are not ready to implement K-13, including the following:

1. Elementary and Secondary Education Unit which implement the curriculum in 2013 since the first semester of the Academic Year 2014/2015, in order to re-implement the curriculum in 2006 began the second half in the school year 2014/2015 until further provision of the Ministry of Education and Culture to implement Curriculum 2013.

2. Unit for Elementary and Secondary Education who has implemented Curriculum 2013 during the (three) semesters keep using Curriculum 2013.

3. Unit of Elementary and Secondary Education Curriculum 2013 implementing the Education Unit Curriculum Pilot Implementation in 2013.

4. Pioneering Education Unit mentioned above can implement Curriculum 2006 report to the Provincial Education Department / District / Municipal appropriate authority.

5. It is expected that remain guided by the policy of the Government to implement Curriculum 2013 gradually, to create order and conditions conducive to the learning process and learning in the area.

Because many schools still have problems, then schools implement the curriculum in 2013 since the first semester of the Academic Year 2014/2015 in order to re-implement the curriculum in 2006 began the second half in the school year 2014/2015 until further provision of the Ministry of Education and Culture to implement Curriculum 2013. Elementary and Secondary education units that have implemented curriculum 2013 for three (3) semesters keep using curriculum 2013. That statement raises a number of differences in the implementation of the curriculum by elementary school in Malang, because not all of them carry out

curriculum stigma 2013. Appeared positive parents, teachers, pupils and the community in which the school has implemented K-13, so the school is still executing SBC considered unfavorable.

Curriculum 2013 (K-13) are intended to replace the Education Unit Level Curriculum (SBC 2006), based on some basic among other aspects: (1) the philosophy which contains the dimensions of noble values, academic, student needs, community, and service-oriented competency development. (2) Aspects of juridical related to learning methods and structuring the curriculum, accelerated implementation of national development priorities, active learning methods based on cultural values and shaping the national character (mental revolution. (3) Aspects of conceptual covering several dimensions: (a) Not yet fully emphasizes character education. (b) Immature appropriate skills need, and (c) knowledge-knowledge off.

In addition to the basis of the above, the development of the curriculum in 2013, there are several reasons, among others: (1) the future challenges related to the environmental dimension, information technology development, the influence and impact of technoscience. (2) Competence of the future include the ability dimension: to communicate, to think clearly and critically, consider the moral aspect of a problem, it becomes effective citizen, tried to be understanding and tolerant of different views, live in a pluralistic society that is globalized, and has an interest about life, have a job readiness and intelligence according to their talents and interests of students. (3) the negative phenomenon that surfaced in the community related to: student fights, cheating in examinations, the turmoil in society. (4) The public perception associated with: less charged character, the student load is too heavy and too focused on cognitive aspects (Words of Education Minister M. Nuh, 11/13/2013), accessed February 16, 2013

Based on data from the results of hearing and seeing some of the conditions of teachers in conversing and developing a book curriculum in 2013, a book teachers and students in several elementary schools in preparing lesson plans and implement in an environment of researchers and explanations Suparno and Waras mentioned above, researchers are highly motivated, driven to knowing the real facts occurred in first-grade teachers in some elementary schools in the city of Malang. Because it is so important to know the truth and if it is true teacher experience confusion, difficulty it must be immediately sought a solution in view of the role of teachers

in developing, controlling the curriculum in elementary school is very important to have a direct impact on the process and student learning outcomes. If it is not correct, the teacher is not confused and no difficulty implementing the curriculum in 2013, it is necessary to offer solutions for enhanced capabilities already available. and remind expect they are never satisfied with good achievements that have been achieved.

METHOD

In this section, we describe relates to the method of survey research: (a) understanding of the survey, (b) the implementation, place and time of the survey, (c) sample surveys (d) the data collection instruments, (e) the steps of survey research, and (f) the things that need to be avoided in survey research, and (g) the analysis of data.

After the research was conducted as well as possible in accordance with the research survey will receive in accordance with the reality that is, happening in this research field. For the next must be implemented immediately.

Methods in a research is very important as one of the components of scientific research. Because they through accurate research methods that can provide the data (datum) required researchers to be analyzed according to the needs of a study.

"Survey research has contributed to the social science methodology. The most important contribution is the sampling procedures careful and strict, the overall design and implementation of the design / design study, a definition which is clear and the specifications of research problems, and the analysis and interpretation of data "(Kerlinger, 2006: 667). "Take a sample of the population" (Singarimbun, 1998, Zikmund 1997) "survey method in the form of a question"

The technique of taking a subject using sampling techniques probabilistic (random sample) (Nan lin, 1976) stratified (stratified random sampling) is taking the subject at random proportionally from the five districts in the city of Malang, namely: (1) in Blimbing district there are 57 elementary school consisting of 44 elementary schools and 13 private elementary school. Of the population, have taken 10%, bringing the total number of respondents 6 Elementary School, (2) in the District Kedungkandang there are 55 elementary schools, which consists of 45 elementary schools and 10 private elementary school. Of the population, have taken 10%, bringing the total number of respondents 6 Elementary School, (3) in Klojen there are 43 elementary schools, which consists of 24 elementary schools and 19 private elementary school. Of these 4 elementary, taken to represent the population, and (4) in the District Sukun there are 58 elementary school where 42 elementary

schools and 16 private elementary school. Of the population, have taken 10%, bringing the total number of respondents 6 Elementary School, and (5) in the District Lowokwaru there are 57 elementary schools, which consists of 45 elementary schools and 12 private elementary school. Of the population, have taken 10%, bringing the total number of respondents 6 Elementary School (Zubaidah. 2014: 15-25). Then, the number of subjects a sample of this survey research totaled 28 first-grade teachers from 275 public and private elementary school teachers in Malang.

The steps of survey research in sequence starting with (1) to analyze a number of issues that developed in the neighborhood elementary school teachers last few months, (2) formulate a research title, (3) establish a title considered most urgent in the number of titles other, (4) establishes the subject and location of the research, (5) develop a research proposal, (6) submitted a proposal to the FIP to be selected, by two reviewers, (7) develop interview schedules relating to the formulation of research problems. Once finished composing schedule an interview then will be Randomized Pretested on a small sample (5th-grade teacher) are considered representative for his vocation, then revised in accordance with the results Randomized Pretest, and then it is ready to use.

For the next step (8) collecting data using questionnaires, multiple-choice, forced choice (choose the alternative that comes closest to the situation) and open-ended questionnaires to interviewed (if necessary) the 28 first-grade teachers who had previously been informed in order the teachers really prepare the material which been the focus of the interview schedules according the survey research problems.

For the next step (9) analysis, analyzing the responses to the questions are coded and tabulated, categorized quality, specifically for the sake of the purposes of the analysis—content-analysis. But if the data which found the validity been doubted, the researchers conducted a "panel" is to do the re-interview of the respondents (Kerlinger, 2006: 670-67, 666). (10) If the data are all considered to be complete in accordance with the schedule of interviews and accountable continue tabulate, record or record number of responses as respondents in each category that will be the basis of the analysis of the percentage, on average, as well as significant in the category concerned. The next step (11) the data are analyzed, were presented, reviewed and interpreted and then reported (Kerlinger, 2006: 672).

RESULTS AND DISCUSSION
Results

Based on the background and the problem in this survey research, to find the problems experienced by first-grade elementary school teachers who completed a questionnaire study in the first semester with the theme of "DIRIKU" is authentic particularly associated with formulation of the problem; as follows:

1. Find and percentage quantity / quality difficulties I grade teacher in the city of Malang in understanding the content of the curriculum books in 2013 relating to the theme of "DIRIKU". Based on the answers of 28 respondents to the question number 1 to 40 in sequence as follows: (a) Of the 28 respondents to understand the elements of the curriculum in 2013 (K13) as many as 19 teachers grade 1 = 68%, the teacher said do not understand 1 = 4% , teachers can carry 17 people = 61% and teachers cannot execute 2 = 7%. So it can be presumed most of the teachers can understand and implement by percentage; but on the other hand of course does not mean that in a fraction of the teacher problematic consequently have an impact on student learning will not be in line with expectations K 13.

To question No. 2 teacher answered understand, there are 14 people = 50% and do not understand, there are 4 people = 14%; can carry out, there are 12 people = 43%, it cannot carry out, there are 3 people = 11%. Likewise, for question number 3 produce answers teachers to understand, there are 21 people = 75%, do not understand, there is one person = 4% can carry out, there are 12 - 43% and is unable to perform, no = 0%. For question number 4 with dimensions the same answer different questions each 20 = 71%, there are 2 people = 7%, there are 11 = 39%, and no = 0%, to question number 5: 20 people = 71%, there are 2 people = 7%, there are 12 people = 43%, no = 0%; to question number 6: 16 people = 57%, there are 4 people = 14%, there are 11 = 39%, and no = 0%. The next question number 7: No one answered 19 = 68%, No 1 = 4%, there are 16 people = 57%, and no = 0%, to question number 8: 16 people = 57%, there are 3 people = 11%, there are 17 people = 61%, and no = 0%, to question number 9: there are 16 = 57%, No 1 = 4%, there are 22 people = 79%, and no = 0% ; to question number 10: No 16 = 57%, No 1 = 4%, there are 18 people = 61%, and there is one person = 4%.

Next to number 11: 18 = 64%, 2 = 7%, 11 = 39%, and 2 to 7%; for number 12: 12 = 71%, 1 = 4%, 1 = 4%, and 1 person = 4%; number 13: 21 = 75%, 1 = 4%, 13 = 47%, and 1 person = 4%; number 14: 17 = 61% 4 14% 8 29%, 11% and 3; for number. 15; 15 = 75%, no = 0%, 15 = 50%, and 0%; number 16: 20 = 71%, 2 to 7%, 10 = 36%, 1 = 4%; n number 17: 18 64%, 1 = 4%, 16 = 57% and 1

person = 4%; number 18: 15 votes 54%, 1 = 4% 16 57% 2 7%; number 19: 18 = 64%, 1 = 4%, 20 71%, and 0%; number 20: 19 = 68%, 1 = 4%, 16 57%, and 0%.

Next question number 21: 15 = 54%, 4 = 14%, 12 = 43% and 1 4%; for number 22: 15 = 54%, 5orang = 18%, 10 = 36%, and 1 person = 4%; number 23: 13 = 47%, 6 = 21%, 7 = 25%, and 1 person = 4%; number 24: 16 = 52%, 2 to 7%, 10 36%, and 2 to 7%; for number 25; 19 people = 68%, 1 = 4%, 6 = 21%, and 5 people = 18%; number 26: 14 = 50%, 8 29%, 13 = 47%, (C true) and teachers who answered D method / approach = 12 = 43%; number 27: 25 votes 89%, (A right) who answered B = 1 = 4%, C = 1 = 4%, and D = 2 = 7%, and number 28: 2 = 7%; 22 79%, 4orang = 14%, 0 votes 0%, (B really) number 29: 1 = 4%, 3 = 11%, 23 82% (C true), and 0%; number 30: 7 = 25%, 9 = 32%, 20 71%, and 9 = 32% (all true).

Next question number 31: 10 = 36%, 9 = 32%, 13 = 47%, and 11 = 39%; for number 32: 16 = 57%, 7 = 25%, 14 = 50%, and 5 people = 18% (all true); number 33: 7 = 25%, 9 = 32%, 12 = 43%, and 13 people = 47% (all true); number 34: 7 = 25%, 8 27% 20 71%, and 14% 4orang (all true); for number 35; 4 = 14%, 7 = 25%, 9 = 32%, and 14 people = 50% (all true); number 36: 1 = 4% 10 36% 12 = 43%, and the teachers who answered D method / approach = 10 = 36% (all true); number 37: 1 4%, 4 = 14%, 12 = 43%, and 3 = 11% (all true), and number 38: 0 vote = 0%; 10 36%, 8 = 29%, 7 to 25%, (B really) number 39: 14 = 50%, 4 = 14%, 50% and 14 3 = 11% (A & C right); number 40: 8 = 29%, 6 = 21% 4 14%, and 17 people = 61% (true AB and D).

Discussion

In general, in the world of education know that the quality is good, if anything it could reach the percentage level is worth 100%. Vice versa a lot of people know if something is said quality is not good and less good or if the percentage does not reach 100%. For example, one indicator is based on the guidelines of education of State University of Malang edition2013: 89 "conversion score of course the final value undergraduates and diploma level of mastery of the ability of the best to the less well with the scale as follows: 85-100%, 80-84%, 75-79%, 70-74%, 65-69, 60-64%, 55-59%, 40-54%, 0-39% "

Based on survey research data that has been presented in such detail would have been very clear on the extent of the control of teachers to every dimension of every question on any number of questionnaires that have been answered (assumed all respondents' answers

correspond to reality and curriculum in 2013 assumed good); then compared with a level of mastery of the ability of the State University of Malang mentioned above, then how many teachers who have the ability in the best scale and unfavorable, 60% and above are expected to implement the curriculum in 2013 (K 13)? and how many teachers have a mastery level of 59% down to supposedly less well?

As discovery on the level of teachers to understand of dimension K 13 for class I the 1st half numbers 1sampai to 25 are as follows 19 + 14 + 21 + 20 + 20 + 16 + 19 + 16 + 16 + 16 + 16 + 20 + 21 + 17 + 18 + 20 + 21 + 15 + 18 + 19 + 15 + 15 + 13 + 16, and 19 = 320 + 120 = 440 700 = 63%. Means that do not understand that 37% of this data shows that understands K 13 higher percentage when compared with teachers who do not understand. Although only 37% would not be wise if it is not alleged that the problem cannot be ignored; because we have to pay attention to how many pupils get lessons from a teacher-related.

On the count, can execute from no.1 to 25 is 12 + 12 + 17 + 11 + 12 + 11 + 16 + 17 + 22 + 18 + 11 + 1 + 13 + 8 + 14 + 10 + 16 + 16 + 20 + 10 + 12 + 16 + 7 + 10 + 6 = 230 + 88 = 318 700 = 46% means that you cannot implement = 54%. It shows the percentage that cannot carry out higher than you can, it is necessary to implement quality improvement in the form.

To answer the respondent's right and wrong to the questionnaire from number 26 to 40 can be percentages as follows: 5 + 22 + 21 + 24 + 4 + 3 + 3 + 3 + 0 + 0 + 0 + 0 + 6 + 0 + 0 = 91 of 420 = 22% means that the incorrect = 329 = 78%. These data indicate that the grains K13 related theme of "DIRIKU" need attention of teachers and officials concerned that it immediately sought a way out (the right solution) to immediately relate to the theme of learning better in the 1st half year of learning the next.

Because of the difficulties teachers to understand the contents of the book curriculum in 2013 related to the 1st semester the academic year 2015 in general are matters relating to any of the questions from the questionnaire both with regard to the level of cognitive ability, psychomotor and affective evidence only question number 27, there were answer correctly as many as 26 people = 93% and the fewest correct answer on the number 23 of only 13 people = 47%.

From the findings of the above data shows that the formulation of research problems missed it all because it is a learning system from the source, preparation, and execution up to the evaluation. This means that if in preparation for some things are not understood by teachers, it can be presumed RPP, implementation, process and results would

not be possible to achieve the expectations or objectives optimally.

CONCLUSIONAND RECOMMENDATION
Conclusion

Based on the preparatory process, the activity of this study it can be concluded that: (1) first-grade teacherstill have many difficulties in understanding KI 1 to KI 4, a concept, a way to analyze the material, making RPP (formulating objectives and measures of learning approaches scientific educative and related to the evaluation) (2) first-grade teacher is still much less creative in solving various problems of learning that is pragmatic instructive. (3) First-grade teacher should receive understanding and more in-depth training in understanding, implementing a learning tool with particular regard to the theme of DIRIKU.

Recommendation

For the elementary school principal can further improve sensitivity to the problems experienced by the teachers under their responsibility and increase its oversight functions to determine shortage of teachers under its responsibility as early as possible (no omission) that his service to be more in line with expectations of all parties.

For the administrator of education at elementary school institutions in Malang can take a much smarter, creative learning in the educational order, then in the same semester the teacher can make his students learn better (scientific educative) of last semester.

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THE INFLUENCES OF DORMITORY AS A NON FORMAL EDUCATIONAL INSTITUTION TO RELIGIOUS SOCIAL ATTITUDES FROM YOUNG GENERATION OF HINDU IN THE SAMBIRENTENG VILLAGE, BULELENG

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ABSTRACT

The phenomenon occurring lately in the Hinduism young generation makes a concern for many parents, community leaders, and teachers in the school. It is reasonable for an emerging behavior of the young generation that is contrary to the social and religious norms. Deviant behavior of young generation that occurs cannot be separated from the influence of science and technology global. Globalizing tourism access is a difficulty in anticipating the entry of foreign cultures and may affect the patterns of young generation behavior in this time. It is a shared responsibility to fortify themselves especially Hindu young generation through a religious formation pattern in dormitory as non formal foundation education. The aim of the study is determine the influences of Hindu dormitory to religious social of Hindu young generation in Sambirenteng village, Tejakula sub-district, Buleleng. The method used of this study was quantitative descriptive method by using the design of ex-post facto. The subject of this study was the young generations aged 10-15 years old that there were 57 people as sample. The data was collected by questionnaire and was analyzed by moment product correlation. Based on the result of the study, Hindu Dormitory has a positive and significant impact on religious social attitude. This is evidenced by the result of moment product correlation analysis that r is counted larger and table r had 1% significant level (r hit .695> r tab, 0.345). The conclusion of this study, Hindu Dormitory as Non Formal Education has a strong effect to religious social attitude of Hindu young generation in Sambirenteng Village, Tejakula Sub-Disctrict, Buleleng.

Keywords: dormitory, religious social attitude

In general, there are concerns about the attitude and behavior of young generations because of the phenomenon. They as a nation are determining the fate of Indonesia in the future. The attitude and behavior are often contrary with religious social norms in society. It is inevitable because there is an influence of technology science that is so grounded indefinitely and there is no powerful filter and a watchful eye. The exaggerated show of violence and drama romance in the television are often watched by children under age. The internet that is usually used to watch or play the game is trying to open a porn site. Watching a porn CD clandestinely is the one of abuse of illicit drugs. The phenomenon has bad impacts such as brutal, disrespect to parents or teachers, pornography, dishonest, indifferent, lazy, rarely even forget to pray. Issues and the phenomenon are no longer widespread in urban areas but it began to spread to suburban and rural areas that can influence the development of mental attitude, and religious social attitude of students in the school.

Character education, religious education, and other social education for learners in the school are the shared responsibility between teachers, parents, communities and governments in the intellectual life of this nation's children. Cooperation of the parties is possible synergies in development and education. This is accordance with the mandate Tahuri Law No.20 of 2003 on National Education System which mandates as follows.

> "National education has a function to develop the ability and character development and also civilization of the nation's dignity in the context of the intellectual life of the nation. It is aimed to at developing students' potentials in order to become a man of faith and fear to God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible "(Eko Jaya, 2003: 7).

Making the young generations who believe and fear to God and has a good attitude is not easy. Especially with the young generations of Hindu in Bali are very susceptible to the influence of foreign cultures because the areas in Bali, especially in Buleleng, have many attractions to be one of the tourism destinations. The area that is a tourist destination must accept and contact with foreign cultural influences and sometimes it is contrary to the cultures and norms that exist its community. It is not impossible that the influences of foreign cultures will impact to the young generations of Hindu. It is a shared responsibility in a community-

based education forum where the public has a right to conduct the community-based education in formal and non formal according to the particularity of religion, social and culture environment for benefit of society (Ps.55) Sisdiknas.

Related to the background of the study and the thing that is written in Article 55 of the above then it is specialized in non formal education called "Pasraman" or dormitory. Dormitory is organized by Pakraman in Bali including Pakraman Sambirenteng in the district Tejakula. The target of dormitory is students or young generations of Hindu aged 10-15 years old and they are in 5th and 6th grade. Through the implementation of "Pasraman" or dormitory intensively occurs the internalization of religious social values in the young generations of Hindu. It is also possible to ward of the foreign cultural influences that are widespread. Learning through dormotiry that has religious social values will be able to fortify self-learners from the negative influences of foreign cultures and to distinguish foreign cultural values that can be strengthen and even be weaken the indigenous culture and Hinduism in Bali, especially in Pakraman Sambirenteng.

METHODS

The data was collected by using the design of ex post facto that means after the fact, indicated that this study was conducted after the differences of variables occur because of the development of the incident naturally (Donald, et .al, 1982: 382). According to Kerlinger, the ex post facto is termed non-experimental studies that examine systematic emperik where scientists cannot directly control the independent variable because its manifestation has appeared. Inferences of the relationships between variables were made without the direct intervention based on the variations that occur as the independent variables and the dependent variable (2002:604). In other words, there was no manipulation of research variables but only revealed the fact, based on measurement of symptoms that already exist naturally in the level of non formal educational institutions as dormitory.

Based on the problems, the method used of this study was a quantitative descriptive study. This method was implemented to establish the properties of a situation at the time of the study. In the descriptive study, there was no special treatment given or controlled as well as experimental research. It is aimed at describing the variables or conditions "what is" in a situation and not to test the hypothesis but was more focused on a quest to retrieve a

formation policy (Donald.et.al, 1982: 415). Based on the explanation above, the model or pattern used in this study was 'quantitative descriptive' because the data obtained in the form of numbers (scores or grades or frequency) through a questionnaire that was analyzed by using descriptive statistics. The quantitative descriptive in this study was typically related to enumerative induction process which was to has a conclusion based on the numbers and has an abstraction based on generalization (Elsa, 2004: 13).

The subject of this study was the young generations of Hindu in Sambirenteng Village, Tejakula Sub District aged 10-15 years old and they were in 5th and 6th grades. Totally they were 57 people as a sample. Based on these characteristics, this study was the population study. The population of this study was young generations of Hindu or elementary school students in 5th and 6th grades at the age of 10-15 years old in Sambirenteng Village, Tejakula Sub District, Buleleng.

In this study, there were two variables such as Hindu dormitory as an independent variable while the religious social attitude as a dependent variable. Conceptually Hindu dormitory can affect the religious social attitude.

In this study, the method of collecting data related to the types of data, data sources and the technique of collecting data. In this study, the data was classified to types of qualitative data that was made quantitative because it was the numbers that was processed and been scores of respondents such as Hindu Dormitory and Religious Social Attitude. Data sources in this study was the young generations of Hindu aged 10-15 years old who were in 5th and 6th grades of elementary school in Sambirenteng Village, Tejakula Sub District, Buleleng. The data of this study obtained belong to primary data because the data was directly obtained from the students through the questionnaires.

Questionnaire is written questions that are used to obtain information and respondents' personal or other things known. It is reviewed by the ways of answering the questionnaires. Based on the answer, there are two types of questionnaires, such as direct and indirect questionnaires. Based on the form of the questionnaire, there are some types of questionnaires such as multiple choice questionnaire, stuffing questionnaire, checklist and rating scale.

In this study, the data was collected by non test which used questionnaires or closed questionnaire type with Likert pattern composed 5 options SS, S, KS, TS and STS. In this case the questions were used to obtain information or respondent which only chose the answer that have been provided.

Measurement of Hindu dormitory variables and religious social attitude used the questionnaires

that were created by researchers with reference to the dimensions of the developed and the theory used. The form or structure of the scale and pattern measurements used the modification of Likert's scale pattern where every item statements provided five answer alternatives given range of scores and 1 to 5.

The instrument of collecting data by questionnaire was done by giving the data to the respondents to answer questions, and answer grating instruments. Grating instruments used were sourced from the indicator matrix or minimum service standards implementation Primary School which was used in the implementation of dormitory that has been modified.

This study was aimed at determining the attitudes of religious social which data was obtained by the questionnaires and data which was obtained in the form of numbers statistically processed and data processing basil itself was explained. Related to the matters, the technique of data analysis used in this study was descriptive statistics analysis and inferential analysis. Inferential analysis was used to descript some characteristics of sample data such as: the average score (mean), median, modus, maximum and minimum score, standard deviation, spam or frequency.

All data analysis in this study used computer with SPSS for windows version 10. Furthermore, the frequency distribution table that has been created, used t give each variable category. Before searching for prices is necessary, first frequency distribution table for each variable research by creating the class interval, and then be compiled category conversion table of each variable with the conversion formula were grouped into five category

RESULT AND DISCUSSION

Here is the score description score of two research variables such as Hindu dormitory score and Religious Social Attitude Score. Data of this study is obtained using statistics described in the average score (mean), median, standard deviation, variance, range, minimum and maximum score and classification of variables. Summary of central tendency measures and dispersion measures of each variable are presented in the table 3.1

Data of Hindu Dormitory obtained from the measurement results of the 57 respondents indicates that the highest achieved is 119. Based on the results of measurements can be made score frequency distribution of Hindu dormitory as the table 3.2 below

Variable Statistics	Hindu Dormitory (X)	Religious Social Attitude (Y)
Mean	109.3158	111.5439
Median	111.0000	112.0000
Standard Deviation	6.76 17	8.6087
Variance	45.7199	74.1096
Range	26.00	36.00
Minimum	93.00	89.00
Maximum	119.00	125.00

Table 3.1 Central Tendency Measures and Dispersion Measures of Each Variable

No	INTERVAL	NILAI TENGAH	FREKUENSI ABSOLUT	FREKUENSI RELATIF (%)
1	117 -120	118,5	8	14,0350
2	113 -116	114,5	15	26,3157
3	109-112	108,5	15	26,3157
4	105 - 108	104,5	4	7,0175
5	101 - 104	102,5	6	10,5263
6	97 - 100	98,5	7	12,2807
7	93 - 96	94,5	2	3,5087
JUMLAH			57	100

Table 3.2 Score Frequency Distribution of Hindu Dormitory (X)

To identify the classification trends of Hindu dormitory, it is done by calculating the Mean ideal (Mi) and Standard Deviation ideal (SDi), which is Mi = ½ x (maximal score ideal + minimum score ideal) = ½ x (125 + 25) = 75. SDI 1/6 x (maximum score ideal – minimum score ideal) = 1/6 x (125-25) = 16.66 rounded to 17. Based on the results of these calculations can be compiled table of category conversion of Hindu dormitory with the conversion formula and based on the five scale relative norms, they are grouped into five categories as follows:

- (M + 1,5.SD) ≤ A = Very High
- (M + 0,5.SD) B ≤ (M + 1,5.SD) = High
- (M- 0,5.SD) C ≤ (M + 0,5.SD) =Medium
- (M-1,5.SD) D ≤ (M - 0,5.SD) = Low
- E < (M - 1,5.SD) = Very Low

Based on the these calculation, it can be created the table of category conversion as below Table 3.3 Category of Hindu Dormitory

No	Criteria	Classification	Total	%
1	100 ≤ A	A = Very High	57	100
2	83 ≤ B < 100	B = High	0	0
3	67 ≤ C < 83	C = Medium	0	0
4	50 ≤ D < 67	D = Low	0	0
5	E < 50	E = Very Low	0	0
			57	100

To identify the classification trends of Hindu dormitory is by calculating Mean ideal (Mi), and Standard Deviation ideal (SDi) which is Mi = ½ x (maximal score ideal + minimum score ideal) = ½

x (125 + 89) = 107. SDI 1/6 x (maximum score ideal – minimum score ideal) = 1/6 x (125-89) = 18. Based on the results of these calculations can be compiled table of category conversion of Hindu dormitory with the conversion formula and based on the five scale relative norms, they are grouped into five categories as follows:

◆ (M + 1,5.SD) ≤ A = Very High
◆ (M + 0,5.SD) B ≤ (M + 1,5.SD) = High
◆ (M- 0,5.SD) C ≤ (M + 0,5.SD) = Medium
◆ (M-1,5.SD) D ≤ (M - 0,5.SD) = Low
◆ E < (M - 1,5.SD) = Very Low

Based on these calculations, it can be created the table of category conversion as below

Based on the average (mean) Hindu dormitory is 1.115.439 based on the category table that has been made known Hindu dormitory variables are generally categorized as "Very High" which it is as many as 57 people (100%).

Based on the data of this study of Hindu dormitory, it has the significant influence to religious social attitude. This can be proved by the result of data analysis by using correlation formula of Product Moment which is the correlation coefficient of 0,695 for more details it can be found in appendix 5. When r table and r count are compared which r cunt is higher and r table for the 1% significant level where (r_{hit} 0.695 > r_{tab} 0,345). This means that the relationship is almost close to 1 (+1) that has the meaning about Hindu dormitory has positive and significant relationship to the Religious Social Attitude.

Discussion

Based on test results that have been described earlier proved that Hindu dormitory has a significant influence to Religious Social Attitude. Discussion of Hindu dormitory as a place of non formal education for young generations of Hindu becomes a very significant issue to be studied as an attempt to establish Hindu young generations that have powerful intellect in the present and in the future. The appearance of young generations of Hindu who are able to recognize and assess the globalized local cultures is because of Hindu dormitory. Indigenous and culture of Hindu in Bali are very well known to many countries as a valuable culture. Along with the rise of foreign culture that has spread in Bali is a real challenge for the young generations of Hindu to do in an effort to keep the customs and cultures sourced from Hinduism knowledge in Bali. Through this Hindu dormitory, Hindu young generations may know and strive to learn and internalize the essence of the teachings of Hinduism contained in the customs and cultures that have lived and

evolved in Bali. Hindu dormitory in Bali particularly in Sambirenteng Village, Tejakula Sub Distcrit, give nuance to the growth and development of the religious social attitudes for Hindu young generations. This in line with what has been implemented by the customary village in Bali that the implementation results published in the news media recorded in the Bali Post of October 21, 2006. Activities of Hindu dormitory are implemented in Abianbase Village, Gianyar by targeting the young generations of Hindu especially the students of classes V and VI in elementary school. Tabloid figures dated July 30 - August 5, 2006 also provide exposition on Hindu dormitory which was held in Denpasar, the two media are emphasizing the importance of Hindu dormitory for young generations of Hindu in the preservation of Balinese culture and also develop the attitude of courage and confidence in solving problems. On the other hand, as contained in the tabloid figures and based on the results of the implementation Hindu dormitory that has been held since 2001 in Ubud Gianyar give the tangible results on the development of the behavior of the young generations of Hindu. Students are more diligent and orderly listen to lessons being taught by the teachers, which are previously often noisy. In particular, students who never attended non formal education in dormitory more active and serious to follow Hindu subject in the class. They always greet by using "Om Swastyastu". On the other hand the influence of Hindu dormitory conducted by Foundation of Dwijendra in Denpasar is able to success in supporting the academic activities in the school, especially in the extracurricular of Dharmagita that drastically increased demand up to 50 %.

Based on the above description can be stated that the implementation of the Hindu dormitory in Bali may significantly affect the behavior, attitudes, values of religious life, knowledge, insight into the customs, cultures and the values of social life for the young generations of Hindu directly or indirectly. It is supported by the results of this study conducted by Erawati (1985: 83) stated that the values of religious life of SMP Negeri 2 Klungkung is significant where the percentage of value of religious life ranging from 95.78% - 100%.

The study conducted by Ardani (1985: 67) through the study of literature stated that the attitudes of religious tolerance in the young generations of Hindu are influenced by family. Suarnaya's study (1988: 117) noted that Karma Patha has a significant role to the moral attitude of the students of SMP Negeri 1 Singaraja with correlations (r) count > and r table (0,5 13 >0 ,286) sig 1%. Sukadi's results of the study (1994: 166) showed that the level of religiosity of students

SMTA in Bali as whole including in the medium category.

CONCLUSIONS AND SUGGESTIONS
Conclusions

Based on the results of descriptive statistics analysis and inferential statistics analysis of this study, it can be concluded that Hindu dormitory as the non formal education gives the positive and significant influences to religious social attitudes for the young generations of Hindu in Sambirenteng Village, Tejakula, Buleleng.

Suggestions

Based on the result of this study, there are some suggestions as follows: (a) In order to avoid weakening of the religious social attitudes for the young generations of Hindu, the teachings of Hinduism as philosophy, ethics, and religious ritual should be always implemented and practiced. It also avoid them from the negative influences in relationships and in daily life. (b) In order to avoid weakening of the existence of Hindu dormitory and the religious social attitudes, then the teachers in dormitory should always take care of this dormitory as a non formal education in the village and also always be role models in teaching of ethics values, morals, and religious social attitudes in the young generations of Hindu generally and especially in the young generations of Hindu in Sambirenteng Village. (c) For the persistence of non formal education through this dormitory, the government of Buleleng and the provincial government of Bali should always stay and continue to build this program for years to come. Therefore the implementation of dormitory surely can work well to keep and maintain Bali. It also can avoid the young generations of Hindu from the influences of foreign cultures or the negative factors that can be weak and destruct the culture and social values in the young generations of Hindu in Bali generally and particularly in Buleleng. (d) For the other researchers who are interested to continue this study, especially on things that have not been reached in this study.

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SELF-CULTIVATION THROUGH YOGA EDUCATION: TOURIST LEARNING PHENOMENON IN BALI

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ABSTRACT

This study aimed to know the modern people on self-cultivation, especially in yoga education. On behavior of visible, tourists come to Bali to study yoga with high intensity. The phenomenon of yoga education, must be a motive of learning which encourages people (tourists) to learn. And the reality of yoga learning and teaching happens on non formal education model, theoretical implemented through filtration or ethical learning. This study used a phenomenology approach, as well as a learning experience via yoga observed explanatory and interview techniques. This study found that self-cultivation through yoga education oriented to self-knowledge, especially integrity of body, mind and spirits. Description of informants oriented the health of organs, relaxes, muscles and joints, balance, blood circulation, and even reduce the toxins. While in their mentality is understanding on silence, self-awareness and harmony. And also find a connections on spiritual path.

Key words: *non-formal education model, self-cultivation, yoga education*

Modernity today driven by knowledge and technology, as well as the flow of information is almost limitless, not only have a positive impact on people's lives. The fact through various media is not difficult get news of human behavior that is experiencing a moral crisis. Problems that occur frequently dragged the man into the atmosphere uncomfortable, difficulties, depression, loneliness and etc.

The positive impact of technological in modernization are as follows: (1) Changes in values and attitudes. Lack of modernization in this day and age can be seen from the way society thinks irrational becomes rational. (2) With development of science and technology, community becomes easier to push forward thinking, the development of science and technology that shape the future, anyway modernization continues growing and advancing at this present time. (3) Level A better life. The opening of the industry or industrialization based on technology that has been developed to make a value in producing of communication and transportation is sophisticated, and also one of the efforts to reduce unemployment and improve people's lives, it is also influenced by the level of science and technology that foster modernization, (Wikipedia 2016).

The negative impact of technological in modernization are as follows: (1) the development of modern technology and industry has been growing rapidly make the provision of public goods in abundance. With so people are easily attracted to consume with many choices, according to the needs. (2) The individualistic attitude. People feel facilitated by advanced technology makes them feel they no longer need to others people. Human beings were created not as social beings. (3) Social inequality. (4) Crime is often in large cities, due to the depletion of a sense family, the attitude of individualism, the high level of competition and consumer lifestyle.

Attempts to self-cultivation by individuals is find a way out of the problems. This information is find meaning of life, with a variety of learning styles. The cultivating of mind and body, and their integration and coordination. It is associated with attempts to go beyond the normal states of being, and enhancing and endless polishing of a person's capacities and potentials.

Among of the map to self-cultivation, yoga learning attracted many individuals. According to Saraswati (1979) "The path of yoga is not an exercise of skill, but a recognition and devotion. Yoga is an inner urge for self-development. At each step of yoga is a process of self-assessment, and naturally people will sometimes embarrassed by her, as most have exaggerated notion of her ability". So that the inner urge to learn yoga through make processing and sharpening themselves deeper and deeper. Self-cultivation strived for extracting knowledge in the worlds.

Asia is the center of most spiritual tourism today. There are more yoga teachers, ashrams, gurus, sadhus, yogis, and spiritual advisors here than any other part of the world. There is the full range from expensive spiritual resort complexes frequented by celebrities to basic dirt floor monasteries run by monks. India is the most involved country and tens of thousands of spiritual

tourists make their way here every year in the hopes of some sort of enlightenment. (1) Rishikesh, India. Rishikesh is where the Beatles went to meet with the Maharishi in the 60's and the lure is still there and attracting thousands who come to do yoga, meditate, and become part of the Ashram culture and Himalayan retreats. (2) Varanasi, India. The Ganges River in Varanasi is considered the holiest place in the Hindu world and many have their body burned along the river banks. Ashrams and yoga schools are common throughout the northern Indian city. (3) Koya-san, Japan. One of Japan's favorite spiritual retreats is at this Shingon school of Esoteric Buddhism which is one for the centers of Japanese Buddhism for the last millennium. (4) Osho Meditation Resort, India. The controversial guru Osho founded this interesting approach to spiritualism with a posh resort complex, "zen", matches, and the Multiversity. (5) Golden Bay, New Zealand. This south island hangout is home to Anhata, which provides Yogic living in the bush and ocean cliffs and holds frequent daily and weekly sessions and workshops with world renowned spiritual leaders.

Bali, Indonesia (6). The Hindu island of Bali in the Muslim nation of Indonesia has long attracted new age spiritual seekers to temples and spiritual retreats across the island. (7) Uluru, Australia. Also called Ayer's Rock, this sacred Aboriginal site is one of the most important Australian historical landmarks. Steeped in mythology, creation stories, and dreamtime, this is one of the most spiritual places in the Pacific. (8) Lhasa, Tibet. The headquarters of Tibetan Buddhism and the traditional capital of Tibet, although slowly losing its traditions as China refuses to loosen its grasp of the ancient city. (9) Dharmsala, India. Not only is Dharmsala home to the Dalai Lama and the Tibetan Government in exile, but it is an important Buddhist teaching center, as well as a new age hotspot. Here you can take a course on Reiki, yoga, transcendental meditation, chakras healing, and nearly every other type of new age practice. (10) Bodh Gaya, India. It was here under a Bodhi Tree that Siddhartha Gautama Buddha first achieved enlightenment at the age of 35. A temple complex and centuries of tributes dominate the site now and many spiritual seekers come to learn explore the site, (Iexplore, 2016).

Tourists coming to Bali strive to learn yoga. In detail the methods and stages of yoga learning held in India, known as the eight principles called *Ashtanga Yoga*. Eight stages, such as: "*Yama* (control), *Nyama* (of the rules), Asana (postures), *Pranayama* (breathing

exercises), *Prathyahara* (pull all *indriya* into), *Dharana* (have decided to concentrate with God), *Dhyana* (begin meditation and reflect on ourselves as well as the name of God), and Samadhi (been closer, fused or perfect solitude or self-realizations), (Suamba, 2003). These are authentic knowledge described in the *Yoga Sutras of Patanjali*. Reflecting the different stages of learning to live in human beings.

Further explained, yoga learning is a non-formal learning process. Learning in non-formal Sudjana (1991) defines "Non-formal education is any activity organized and systematic outside the school system is well established, conducted independently or an important part of broader activities, which deliberately done to serve learners particular in achieving learning goals ".

Mundzir (2010) adds, popular education is an educational activity addressed to all people in order to utilize their leisure time well and provides specific activities that are useful and aimed at the fulfillment of the desire of people to seek change and variety of life. So that individuals who learn yoga looking for meaningful in life.

Seeing the enthusiasm and yoga phenomenon is believed to be an attempt cultivation of human life. By yoga learning, cultivation power these may be a body treatment, or the cultivation of the mind and consciousness. Moreover, if you can make sense of the nature, and relationship with the universe. Its actual construction process and yoga learning is done with non-formal education, outside the formal educational environment. Constantly build humanizing towards civilization and world peace.

Theoretical Framework

Max Scheler also provides a view of all the action in yoga learning, which is done by every traveler always on the reduction process or in other words, an ethics screening. The screening analysis model developed, cause actions undertaken by yoga learners. Then proceed with the filtering action in yoga learning. This filtering with forms of values, norms in society. The development of values and ethics must be strictly anticipated by each traveler so in actions reality of yoga learning becomes clear. Filtering ethics and values by tourists and given in his home country has ethics and values are different, or even have the same. Migration must still give their views on the value of local tourism destinations.

The following Max Scheler phenomeno-logical analysis model:

Phenomenological Max Scheler (Source: Fatchan, 2013)
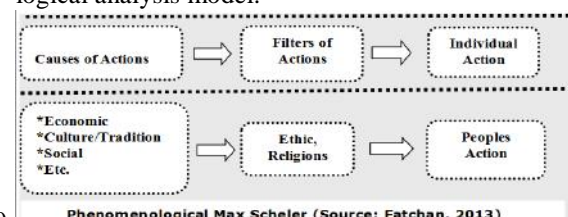
Non-formal education, also popular as social education. The Law of the Republic of Indonesia No 20 Year 2003 on National Education System, following the concept of Philip H Comb namely: "Any organized educational activity outside the established formal system - Wether operating separately or as an important feature of some broader activity - that it intended to serve identiviable clientlels and learning objectives (Coombs, 1973). Furthermore, Coombs and Ahmed define Non-formal education "is any organized, systematic, educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults as well as children (Rogers, 2007).

Yoga Learning

According to Jacobsen (2016) "Yoga has five principal meanings: (1) Yoga as a method of discipline to achieve goals; (2) Yoga as a technique to control the body and mind; (3) Yoga as the name of one of the schools or systems of philosophy (*Darsana*); (4) yoga in connection with other words, such as hatha *yoga, mantra yoga* and *laya yoga*, and others are referring to traditions specializing in particular techniques of yoga; (5) Yoga as a destination for the practice of yoga ".

In this study may be explained yoga is a process and techniques to control and regulate the body, mind and heart, objectively through spiritual discipline, as well as the process of unification between consciousness units (self) and cosmic consciousness (God). Yoga covers all inclusive and universal application that led to the search for meaning, integrity, and stability of the whole body, mind, and soul.

METHODS

Qualitative research requires a multi-technique and multi-source data in the data collection in the field. Researchers are expected to collect data that is comprehensive (holistic). Thus, in qualitative research are so many sources of data to be acquired, so that researchers should be able to sort them according to the needs of research focus. Research needs not only in substance but also to be seen in context. Many pieces of data and information in the field, may be mismanaged, the investigator must conduct an audit trail. This means that researchers are ready to trace back to the field when the findings of bias. So researchers are ready to reveal the truth of the field.

In contrast to quantitative research which presents data in the form of numbers, qualitative research should submit information through the form of images and words. Picture submitted is required in terms of objects quality, not quantity. Picture may be; perception, impression, reason, ratings, views, ideals, ideas, feelings, chronological events. The majority of the image data as there is in the minds of participants. Researchers should be able to observe the data that exist in the minds of the participants. Information submitted participants can be either words, either verbally, or in writing, and must be observed and the researchers collected through interviews, observation, document images, even with sound recordings.

The next step is to make observations on the subject of research. This step is a step in which researchers observed conversations research subjects thoroughly. As a real participatory observation, researchers have to do with all his ability to get along and are considered "insiders" by the study subjects. But the key also must be remembered that the researchers did not come late in the talks, only as an observer, observe and record everything in the information.

In the daily interaction with the subject, researchers are not just simply follow their daily lifestyle, but must observe the talks between subjects. In this study, for example, the tourists are in talks with the instructor, the researchers noted carefully and seriously the conversation. Likewise in the current talks between fellow yoga students, researchers will record and documentation.

In technical, recording and observations were made with alternating or simultaneously, with the participation observation. The results of this observation activities such as notes or recordings, leading to a discussion of research subjects. Surely it would require considerable time mark clearly understanding. Besides the first thing as "insiders" who have believed, then the conversation activities, or other activities can be understood carefully recorded. Observer can come on a regular basis in accordance with the situation, the schedule, the condition of the subject of research. Individual types, field conditions should be studied in advance by researchers. Thus, researchers can prepare in the field with the schedule, the right clothes, and congenital ethically as well.

DISCUSSION
Body-Cultivation Learning

The subjects explained in yoga learning emphasis is the health aspect. The following expression.

I think the most they do for the healthiness, they not buying a thing, and the yoga teacher always saying, the all-purpose, or just for the physical yoga, or it prepared for the meditations.

Everything related to yoga learning, the ultimate in human subjects how to be healthy. We

cannot move when we are sick. The most important thing here (yoga activity) body can be healthy. When teachers teach *yoga asana*, it is important for the organ, such as *Hatha Yoga*, subjects can learn every organ system can work well! If you have a good teacher will tell everything about the organ. Because yoga teacher will tell how good breathing, opening up, they say and teach about *Chakra*. Energy points can be outstanding, when doing the movements will concentrate with this *Chakra*. The whole energy of this *Chakra* work in the body. Subjects felt the same way when doing yoga in Bali.

For me is *Asana*.......the movement when the teacher tell you this is important for your organ, like Hatha Yoga......you learn, all your organ working you know! If you have a good teacher will tell you about the organ. Because tell you the breathing, opening in the self, they said about *Chakra*. The point of energy, circulate, when you do movement you do concentrate with this *Chakra*! This *Chakra* energy working in the body! I feel the same thing you do yoga thing here in Bali.

What's interesting is when people begin to learn yoga and keep doing the activity, people can be healthy. Moreover, the entire organ will work perfectly. And the rise energy into the body, that we become healthy.

Subjects declare themselves as the case in Canada, the habit every day to go for a bike ride, do the easiest way, also went to the gym. And like many people doing. The gym is a different thing to make a move, could be attracted to the food, and running motion with the machine. In the gym can leave weight. Subjects habits and found that was boring. Subject didn't' like such energy in the gym, to see people who really pumping himself into muscular. She felt and said the place as it, is not her place. And then she came a friend, until the subjects joined in and learn yoga in all classes.

I went to continue in Canada, I went continue with my bike cycle, doing the easiest way, so went to the gyms. The gym are different thing to do, you can be an attract meal, and run, with the machine, you can leave the weight, I did that and I found that was so boring. And I didn't like the energy, to saw people the really pump up who's lots of muscles, and I said like that wrong placed to me. And then a friend of mine, up me if want to join all her to the classes.

Inside the gym subjects describe those just learning to magnify muscle. Or make the body (buttocks - the hip) to be sexy. Or to the gym to make him learn his massive chest and arm muscles strong. But subject is not like all of

it, and very boring. In the study of yoga he thinks there is something or the other thing, which is more than just magnify muscle!

Subject said when doing an activity, it must be really aware. Because the subjects saw many people come to learn yoga only for their bodies, this is not good. Are for sexy, and lifestyle and glamor. The emphasis in yoga learning, if not breathe properly, it is not good for them! Another thing at least they move the body, but this is only the beginning. Need to be aware of what to do in yoga.

Subject of the study describes the organ will be hurt if the lack of the reception. Neither the self-acceptance nor the environment. Other lack of forgiveness toward others. And because they are not able to process emotional traits. While in yoga learning, it is individuals processed can find benefit in the daily activities, of the organs.

All organ can sick because they can't process with the emotion, they can't forgive, they cannot accept. They can't flow, like role to the punches, they start come out in the body!

Body-cultivation learning and its main organ, because the emotional connection. Individuals who cannot nourishing emotions and reception properly, will lead to organ functions do not work perfectly. Dysfunctional will effect organ systems.

Basically, if people learn yoga, a man will learn include anatomical structure, bone, muscle, and ultimately more flexible. By changing the posture, move your body, so this is the first felt in yoga learning. And then, when someone has a problem, for example, so many problems, all they can do is practice *yoga asana*. This energy can actually work for the whole organ. Because subjects knew like Chinese Medicine! In organ connected to the meridians and muscles. It is anatomy system.

Subjects explain the importance of yoga can unleash the energy in all organs. The flow of energy cleaning the muscle tissue, glands, and the entire system of anatomy. Flows are also once washed away the filth unconscious memory.

Yoga learning bring subject vision, to be a good person. Being more relaxed, Ibu Made knew that the subject was not so relaxes or too often tense. Subjects wanted to leave weakness, more relaxed and more balanced, quieter and a better person. Subjects really speak honestly, hopefully also in terms of physical yoga practice, can answer questions and problems of life.

My goal to be brought my vision, to be kindness person, to be more relax, you know Ibu Made knows me not so relaxes, to leave my weakness. More relax, and more balance, calmer and a better person. I am genuinely speaking, my expectation in in term of physical yoga practice, when I can answer my question with the mat.

Yoga can create a more balanced, so if it does not teach / learn every day, or if you do not practice every day it feels more unbalance. Subjects felt too heavy in the head. When the subject came here and can do yoga, subject was able to focus and balance.

Subjects explains that yoga can help blood circulation can also reduce cramps in the body. Here's the explanation.

When they cells the cramps coming in, and then they do like this right and I am the leaders, in the fronts. And I felt how I do this and without any body knowing, I got cramps right, here I discover, I should do this, moving to the front and moving the back, see the blood there, move there (in the neck), and repeat. And can open the (*lubang pori-pori pada kulit*) like stomata in the leaf. Your heel down, you put down. But the knee balance, see like that, so when I move to the front, I got see people behind me, so they follow, so they got cramps too. And then they follow, and then she is doing that, I will follow, so just start to do that, just a feel. Relax in your body, not just struggle in your meditation, so the yoga can support the meditations.

In reducing cramps in the body, for example on the subject of cell make some movement to reduce cramping. In yoga, the motion forward and backward, the reduction of circulating blood. On the neck also will absence of tension. And can open the pores of the skin or as stomata on the leaves. The whole experience circulation of blood flow. Occurs also balance the knee. With such circumstances other students also follow so as not to cramp / relieve cramps. Everyone can be calm. Yoga learning is certainly very necessary in support of yoga meditation.

Yoga can reduce and detox for yourself! Especially eliminate toxins in the body! So the subject can receive the new energies of yoga meditation. Subjects imagine if you eat too much and a full stomach, a person cannot meditate. And then all the food to be toxic in the body. Even creating more venom. So, people need something for their treatment! Such as fasting! Begin can choose the full moon or dark moon or a good day. To access higher energy. And then you can have detox organ for yourself! Yes. You eliminate the toxin in your body! So you can receive the energy of the meditation. Imagine you eat, and full stomach, you cannot meditate, and then all the food change to be toxin in the body, right? Create more toxins. So, you needs something for your body! Fasting! You can choose on full moon or new moon. It is for stay with the high energy!

Reducing toxins in the body. Will be ready to yoga meditation and prepared to receive a new energy in the body.

Mind and Consciousness Cultivation

Yoga learning is beneficial in the process of thinking and consciousness. Reflected in interviews with informants, can achieve self-stillness, enlightened consciousness. And especially harmonization with other individuals, with family harmony, and harmony with the world community. Furthermore, the subject describes tranquility while studying *yoga gerak*, *mudra* and meditation. The following expression.

I can see it how, for sure *Patricia tiga tahun yang lalu dengan Patricia yang sekarang itu lain!* The different is the yoga I have learn, not only but off course that also affect my practicing thing for healing for sure, affect my abdomen for sure! Because I more calm, I more understanding, I more compassion for the people.

Yoga is influence state of stomach. But the most important yoga can affect stillness themselves, subjects become familiar and dear to surrounding environments. This is what is expected of all people in this world, full of civilization and peace.

Being more aware, knowing that fear and emotion is an illusion, then we can become more conscious and more aware of the existence. Subjects described the confidence that can be more aware and understand the limitations of thinking.

What happen to me is become more aware and more in my mind. And all I see the limiting believe, my mind has about myself and other and life. Thing all I decide when I was very little, conditioning of my path, as I meet habitual response from the reaction of the life, I believe that less and less!

Subjects felt harmonious in running a life with community. To experience life with a lot of people, chances of harmony grew openly. Subjects life with full of awareness, responsible, and relationships with people. Sometimes those relationships only by the mind, just make people survive, blasphemous, and make others dumbfounded. But the opposite happened to the subjects, feel very grateful in the yoga community. Built a quality of life.

Yes, I live at 10 until 15 people in the community together at one, and off course living with so many people, it is always going to presents, lots of opportunity to grow! So the more soft aware I am, if the reactive that more responsible I am, my believe and stories in my. That I can be more harmonies I am relationships with a lots of people. Because so often our relationship over coming from the mind, it is taking, defending, blaming, and making the other person stall. So I am really bless that I live in the community all yogi very much.

Life is a choice. The choice of a suitable place inhabited by each person. Community reflects the attitude of the people to be more study, especially self-harmony, harmony with others, as well as harmonization with the wider community.

By studying yoga subjects become more relaxed. The body can be more relaxed. In yoga learning, individual must understand about the body, before it is ready for use later activity. Mind becomes more relaxed. In yoga training, her health improved and also strong. All yoga training, have an effect on all of them, subject can be more relaxed and happy.

When I am practising yoga when I am healthier, and stronger. It impact everything I do. I have energy for the kids, less scream in, the energy to more thing, I more relax, you know I can do much happier, if I have healthy body.

Other subjects explain and realize that can relax and have an affection now. Formerly only judge others. The following statement of her feelings.

Because I more calm, I more understanding, I more compassion (*perasaan sayang*) for the people. I am not for judge like before. Before I have idea of everything, I don't know you know! Because we are different everything. I don't know why I judge somebody, who I am to do it! Why?

Human born in the world aims for mutual love, mutual understanding between each other. Circumstances which must be nurtured mankind is not mutual suspicion, and of course a sense of appreciation of mutual respect.

Subjects felt very strong energy, with the knowledge and other things. There is a lot of energy and strength. Subjects also explained there is another dimension of life. We have five flavors, but can access the network with awareness. After studying yoga meditation, subjects expressed a lot of questions arise "here we are in the world but in another world". We are here on earth, but there is still the world other than Earth. In this universe of all sentient beings can have a relationship of correspondence and more than limits of the earth, more than five sense. Connectivity with the spirit in the universe, making intuition or premonition come from.

I feel very strong energy inside myself. With the knowledge and other thing. With the checking, wow....lot of energy and power in myself. In myself I thought there other dimension of life. We have five sense, but we can access a link with other consciousness. Also lot of question from me, "here we in the world but there are in other world". We are in this earth, I was thinking other world than our earth, in the universe we can correspondences we can have relation much more than the earth, much more than five sense.

The relationship between the self and the universe. Relationships with the spirit that exists the human self-worth kept in balance. Space and time other than the limit of the earth seems to have connectivity with all creatures in this world. Explore yoga and meditation, makes a person very connected with the entire contents of the universe.

We must understand the human relationship with the earth, the universe gives food. And also as a base. We learn to realize that every element in the universe is also beneficial for the body. All the elements in the universe are the important things in life. The understanding we must not stop here, the sense may be more widespread. Humans should strongly believe in the instrument *prana*, which causes the connectivity of all sentient beings with the universe.

Atmosphere in Non-formal Education

Learning environment is essential. As the learning environment in Bali, subject really loved. Because his teacher, teaching with good ethics. If we only manage tourism will be different from yoga and spiritual learning. Therefore, it is overlooked in the atmosphere of non-formal education. And knowledge can be absorbed to all individuals.

The material are very nice. Everything very nice, but something between the people, then feel the same. The atmosphere are very important in there. Because Pa Gusti see the people, teach the people, that be etiquette then, you know. It is my feeling, we cannot....

When we make tourism or traveling, everything is organize like that, the material is okay, but spiritual it is something else, it is important the atmosphere in this side.

The ambiance is described in aspects of non-formal education. The atmosphere is pleasant. The learning environment is not in the classroom, but in the sanctuaries, on the beach, in the mountains. This gives flexibility to the understanding of the individual, not just as tourists who vacation and relax without any load. This meaning is very significant for the subjects to study yoga and spiritual.

Subjects greatly appreciate learning materials implemented in the holy sites. The teaching materials are very in tune with education outside of school. Here the appreciation.

The material of learning, we learn it outside, I mean not in the classes like a formal thing, going to the temple, *Tap Sai Temple,* we go to the cave, we go to *Tirtha Empul,* and okay we do it in the beach! I guess it well material program. I remember also It

was last September 2015, Philippe went in Bali, we went to see Made Lesoh, we ask and we more focus on *kundalini* I guest. And we ask maybe will be nice, and we propose if example *kundalini.* I ask to Male Lesoh how the *kundalini* connection *pinggala, ida, sumsuna,* and we ask or maybe "is it to be more focus in *kundalini* example *pinggala, ida,* find the connection, or found the temple or whatever?" And Pa Gusti said, yes we have temple for each!

Wow! It is very good idea, we learn first and in the end we go to the temple and what we learn about. That's very good, and the meaning is understanding for us. So, we did it that interesting the truth, Windu Sara offer and we also can create by our questioning, with our feeling, what we want. What we expect, because we don't know! So yes, why not? And the trip after that *Penulisan or Panarajon Temple, Jati Temple?* Because more understanding, for me I am clear with that!

The learning materials is learn outside, not in the class as a formal thing. Go to the temple, *Tap Sai temple*, to the cave, to the *Tirtha Empul* holy water, and also conducted training on the beach! This program is a good learning materials. Subjects wanted to find a connection, or find a shrine or a temple associated with the subject is inside. And teacher counting that it exists and can learn in a direct connectivity.

Outdoor learning process is an excellent idea. Subjects studied theoretically and practically initially, and eventually went to the shrine / temple for the alignment of yoga learning. It was an excellent means to subject understands the reality of the experience in a yoga meditation. So yoga lessons inspired by the truth dives into and connectivity with the universe. For the subject of a clarity yoga lessons and meditation. Due to a better understanding of the relationships and connectivity of the universe

CONCLUSIONS

Self-Cultivation through yoga learning find some benefit in treating the body, including: (1) the health aspect, because all the organs will work, and the energy in the body to rise, so that we become healthy; (2) processing of self through yoga not only increase muscle or just for the sexy, and lifestyle. But the important thing is about breathing; (3) the flow of energy cleaning the muscle tissue, glands, and the entire anatomy system / organ systems. Also washed away the filth unconscious memory; (4) that yoga can make it more balanced; (5) yoga training, making the reduction of blood circulating blood. In the absence of neck tension, so that the entire blood flow is its circulation; (6) reduce the toxins in the body. Will be ready on yoga meditation and prepared to receive a new energy.

Besides the physical benefits, yoga study will involve the processing of mind and consciousness, among others: (1) yoga can affect self-stillness, are better informed, as well as the affection of the surroundings; (2) finding out that fear and emotion is an illusion, then become more conscious and more aware of the existence; (3) the impact on the self-cultivation is self-harmony, harmony with others, harmonization with community; (4) can be relaxed of feeling.

Found an impact on connectivity and spiritual path. Yoga bring to understand the human relationship with the earth, the universe always giving food and drinks. In yoga learning, we learn to realize that every element in the universe is also beneficial for the body. All the elements in the universe are the important things in life.

A fun learning environment, not on the classroom, but in the sanctuaries (temple), on the beach, in the mountains, in the community, and others. This gives flexibility to the understanding of the individual, not just as tourist's vacation. This is a very significant meaning for the individual to learn yoga and spiritual. So yoga lessons inspired by the truth dives into connectivity with the universe.

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MODEL DEVELOPMENT AND TRAINING MATERIALS IN EFFORTS TO IMPROVE PRIMARY SCHOOL TEACHER COMPETENCE IN MANAGING LEARNING IN SCHOOL INCLUSION

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ABSTRACT

Children with special needs (ABK) was originally known as disabled children, children with disabilities or exceptional child, which is defined as a child who deviates from the normal criteria significantly, both from the aspect of physical, psychological, emotional and social development as developer the potential necessary to service special education. During this time, education for ABK provides in three educational institutions, namely the School disabilities (SLB), Primary School Outstanding (SDLB), and the Integrated Education. The latest development, the government has the inclusive education program that is ABK educated the normal children are study in same Regular Schools. The problem that arises is, teachers in regular elementary school are not trained intensive to deal with students. Therefore, the school operations Inclusion will get a problem for teachers and schools and the designated school education office or school Inclusion initiative to be fraught with difficulties. This research is a development designed in 2 years. For the first year, the goal is to develop a model and training materials that obviously required of teachers in inclusive schools in managing learning ABK. That goal is achieved with step 1) review the results of previous studies with data verification, 2) exploration models and training materials that have conducted by the Department of Education and related with agencies, and 3) eksploration of perceptions and expectations of teachers in the Inclusion School on the benefits of training materials obtained. While the second year aimed at improving the competence of teachers in inclusive schools who manage the learning for the training crew to implement the results of the first year of research with examining the enforceability of models and training materials mastery of the competency of teachers about learning ABK and response training participants. Based on the results of the study indicate that not all teachers who teach in inclusive schools understand and master the competencies needed to manage learning in inclusion school and how to handle the children in social needs and assessment such as what is needed to deal with these children. Due to the fact, schools that provide education inclusion hope the existence of a special guide that can give direction and footing for delivering education curriculum inclusion and the formulation, modification of materials,and the implementations.

Keywords: inclusive education, model,training materials, learning ABK.

One of formulation in Learning Outcomes or Grade Teacher Learning Outcomes by Graduates S1 PGSD was set by the Workforce Directorate, Directorate General of Higher Education, Ministry of National Education, 2006. Enhanced with DIKNAS Ministerial Decree No. 16 of 2007, and based on the level and substance of competence and have as a base KKNI and SNPT, one of which is the ability to understand individual differences of learners, both in terms of cognitive, emotional and the development of learners. Introducing leaners ability was explained in : Understanding the early condition of learners who are unique individual, include their differencies, which is the introduction of abnormal development in children aged SD / MI, which is according by Education world is called w Children Special Needs (ABK) and efforts to optimize the learning. Furthermore, the role of MENDIKNAS (Ministry of National Education) number 70 in 2009 on Inclusive Education, in article 2 states the inclusive education aims to provide greater opportunities to all students who have physical, emotional, mental, and social, or has intelligence and special talents to acquire quality education in accordance needs and their abilities.

The ABK children was originally known as disabled children, children with disabilities or exceptional child, which is defined as a child who deviate from the normal criteria significantly, both from the aspect of physical, psychological, emotional and social development. Therefore, to develop their potential is necessary the special service in education. During this time, there are three educational institutions education for ABK learners. Such as the School Disabilities (SLB), Primary School Outstanding (SDLB), and the Integrated Education. The latest development, the government started inclusive education program. Through inclusive education, disabled children are educated together with normal children to optimize their potential. It is based on the fact that in society there is a normal children and the ABK children that cannot be separated as a community. Because

ABK children needs given the same opportunities and chances as normal children to be educated in a school (SD) nearby. Of course, the nearest primary school needs to be prepared in everything. Inclusive education was expected to solve one of the problems in the handling of education for disabled children during this time. The problem that arises is, teachers in regular schools are not trained specifically to handle the special needs students. Therefore, the Department of Education instructs to all elementary students to receive the ABK be a separate issue for the teachers and schools which are held the inclusion education. Because teachers in regular schools are not trained specifically to handle the special students in needs.

PERMENDIKNAS number 70 in 2009 on Inclusive Education, in article 10 asserts obviously that is the responsibility of the authorities to provide an opportunity for the teachers receive the training, that they can face a difficult situation in managing the learning ABK in school inclusion, was explained at some verses that (1) district or Municipal Government shall provide at least 1 (one) special mentor teachers in the educational unit designated to organize inclusive education. (2) Units of education that provider the inclusive education that is not designated by the district or city government shall provide at least 1 (one) special guidance counselor. (3) District or Municipal Government is obliged to increase competence in the field of special education for teachers and education personnel in the educational unit of inclusive education providers. (4) The Government and the provincial government to help and provide supervising crew in special education unit of inclusive education providers that require the appropriate authority. (5) The Government and the provincial government help to improve the competence in special education field for teachers and education personnel in the educational unit of inclusive education providers. In fact, the obligation has not conducted energetically by the local government in the Department Educator in City and District. Then was included the provision of Special Advisor Teacher (GPK) or conduct training for regular teachers who have students ABK in their class.

The problems of special inclusive schools have known by two previous researches which has done, is "Mapping of competence required of primary school teachers in managing learning in inclusive schools" and "Problems of implementation of inclusive education in primary school Malang". The first conclusion

of the study is explanation about what competencies are needed by teachers in inclusive schools, and the second research is concludes that in general teachers in inclusive schools do not have sufficient competence in managing learning for children in special needs

Therefore, it should be studied deeply about model and training materials and how appropriate with the needs of the field to improve the competence of elementary school teachers in inclusive school learning management. This is according by the Strategic Plan 2016-2020 Research UMM year, which is one of the strategic issues in education is to increase the competence and professionalism of teachers.UMM offers the advantages, is "Graduate are able to manage learning in the Inclusive School, which the function to improve the competence of teachers Inclusive Program in improving service learning for children in special needs by creating learning comfortable, fun and educational." It will be very beneficial for the PGSD department.

METHODS

Determining the location determined by purposive or was choosed deliberately, because of the characteristics of the selected region according to the research objectives: (1) Malang and Batu as the education city, tourism city and town industry, which has implemented education programs consistently. (2)Madiun and Bojonegoro district as a district which is starting a program of inclusive education.

School election also was purposively; in every district of the city will have three elementary legally and practically implementing inclusive educations. Respondents also determined purposively, respondents in this study consisted of two groups: 1) in a review of research results which are related with teacher competence map in the classroom of Inclusive School will be discussions with the Development Team in Inclusive School, East Java Provincial Government, 2) in the first step to develop instruments, the informants was involved in FGD is a sample of Headmaster in Elementary School and the Department of Education, 3) all teachers in the sample schools.

The method of data collection in this study using 4 methods are used simultaneously and are complementary, because basically each method is more suitable for collecting data on certain variables and the complementary use of other data collection methods . Four methods of data collection are:

First, discussions with the Development Team of Educational Inclusion in the Provincial Government of East Java, which are the results will generate knowledge and skills required of teachers, and the actual competence that was required by

teachers for managing learning in Inclusive School, and also will be used as the basis for the instruments development which is the researchs are questionnaire, and interview guide.

Second, focus group discussion (FGD), is the discussion forums using in a group whose the members was restricted by certain criteria with limited discussion or focused on a specific topic without the agreement or conclusion that a joint decision. FGD with Headmaster of primary school and education office in each city results the title as the outpouring of opinions from opinion, to ensure the discussion results with the development Inclusion School team. And obtain the data model and teacher training materials that have done in every city and county.

Third, interviews are using in-depth interviews which suitable with the problems revealed. Then the data collection will be context-focused, with the researcher as the primary instrument was helped by interviews guide, it will be conducted by headmaster and teacher representative about teacher competence in managing Inclusive learning and include all the obstacles.

Fourth, the questionnaire used to know the opinion of all teachers in the sample schools are: 1) exploration models and training materials that have conducted by the Department of Education and related agencies, 2) exploration perceptions and expectations of teachers in the School Inclusion on the benefits of training materials have been obtained.

Instruments in research will be used in this following: 1) Sheets interview contains the grating questions about the teachers competence in managing learning in inclusive school for example, how the teachers understand the concept of inclusive education and the characteristics of disabled children, understanding the concept of assessment for disabled children, the ability to draw up the informal assessment instrument for children in special needs, how to prepare lesson plans and the modified syllabus for ABK. 2) Sheets questionnaire contains the questions to give information about the model and the opinion of the teacher training materials that have carried out by the department of education and the teachers expectations in inclusive schools about the benefits of training materials which has obtained.

Because the related data to explanation of behavior, statements, and perception. Therefore the generally data in the form of qualitative data, while some data is numeric or quantitative will be used to complement and help to describe the qualitative data. The analysis used in the quantitatively form to data that can be numeric, either in the form of a percentage, frequency tabulation or cross tabulation. And the qualitative data that cannot be presented classify. It will be presented and analyzed qualitatively in accordance with problem components and research purposes.

Qualitative analysis was selected is componential analysis and pattern inclination to do during in research time, can be broadly described as follows: 1) Analysis of data during data collecting: These are the data analysis throughout the implementation of the research include: data FGD results will be directly summarized in the reduction. With inductive and deductive analysis qualitatively, all the results of a literature review and researches or findings will be determined the indicator of behavior (perceptions, knowledge, attitudes and behavior of teachers) that is packaged in a competencies map required of teachers in implementing inclusive education. Using the summary sheet and the coding sheet will be known the information that is less obvious, less contextual or data that needs to be deepened, focused and or repeated. 2) Analysis of data after data collection: after the data have collected and have been already analyzing during the study. Neither about the results of questionnaires which has analyzed quantitatively and interpreted according to the research purpose, learning observation research. Then interviews were analyzed qualitatively. It will be the final analysis. That is the analysis summary of all the data that has met the objectives to be achieved, then analyzed in a contextually processed in a way that will produce an overview of the discussion and meaning as expected in the research objectives (componential). Very significant in developing "models and training materials that can enhance Primary School Teacher Competence in managing the Learning in the School Inclusion"

FINDINGS AND DISCUSSION

Discussions with the Development Team Inclusion School in East Java Provincial Government. Outcomes of the discussions with the Development Team Inclusion School in East Java Provincial Government in the form of the knowledge and skills required of teachers and competency what is actually required of teachers in managing learning in school inclusion. Based on the results of discussions on May 7, 2016 note that the competencies required to manage learning in inclusive schools include (1) the ability assessment beginning, namely the ability to perform an initial diagnosis, (2) teaching methods innovative and creative as needed, (3) general competence and insight about ABK, (4) understanding of education specifically, (5) the ability to develop PPI, (6) the ability of therapy to the particular case, (7) the

introduction of props, (8) assessment learning outcomes ABK, (9) an understanding of child psychology, developmental psychology, and abnormal psychology, (10) ortopaedagogik, (11) not only academic skills, but more tended on the development of non-academic abilities, (12) the need to experience the uniqueness of the crew exploration.

Keep in mind that not all teachers at the school who has implement inclusion by the master 12 competencies that must be owned on a teacher in elementary school inclusion. In fact, there are several schools in the Madiun district educators still lack specialized in handling students' behalf. Therefore research activities PUPT is able to respond and help handle the increased competence of educators, in particular by providing models and training materials appropriate to increase the competence of elementary school teachers in managing learning in school inclusion.

Identify the elementary schools in Malang and Madison County that have been implementing inclusive education. Outputs of the identification elementary schools in Malang and Madison County that have been implementing inclusive education in the form of a list of elementary schools in Malang and Madison County that have been implementing inclusive education. Based on the interview with the Department of Education Malang on May 14, 2016 it is known that three elementary schools have implemented in Inclusive School is SDN Sumbersari 1, SD Muhammadiyah 9, and SDN Experiment 1. While the results of interviews with the District Education Office Madiun on May 21, 2016 unknown that SD has been implementing inclusive education is SDN Mejayan 1, SDN Mejayan 2 and SD Muhammadiyah Krajan.

Based on identification conducted in SD Inclusion in Malang, it can be concluded that despite the many handle children with special needs (ABK) while maintaining quality. The learning process is managed well, will get maximum results. Normal children learn by ABK is not an obstacle in improving the achievement of their students.

Implementation of the FGD in each target school in Malang. Implementation of the FGD in Malang do in office followed by 4 SD PGSD namely Sumbersari SD 1, SD Sumbersari 2, SD Muhammadiyah 4 and SD Experiment. Of the activity was present 10 participants consisting of principals, teachers and GPK classes at each grade level, experts in the field of inclusive education. This activity took place on 17 September 2016 held Meeting PGSD Prodi. Results obtained generally in the form of some

of the data training that they have good teachers from the Department of Education, KKG, training and seminars. In general they know about inclusive education, but in practice it in the classroom learning is not as easy as knowledge gained. Inclusive education is humanizing service, but the teacher has not been equipped with how to handle. Policies that too quickly rotated, so that the course relatively depend on procedure.

Based on the results obtained some information FGD in each elementary school. It was also supported by the results of a questionnaire filled out by the teacher. SD Muhammadiyah 4 in the implementation of inclusive education is no special treatment planning (PPI), there GPK and shadow, conducts more intensive communication, sets the criteria for assessment and progress reports to parents. In elementary school there are 4 students with autism and 14 students are slow learner. There are some constraints experienced teachers in teaching children character ABK ABK is diverse, there has been no acceptance from peers, children are difficult in understanding, ABK Children not accompanied GPK shadow. To overcome these obstacles no attempts are made both teachers and school authorities. Of teachers is to hold the children guidance attached to the crew, positive, positive thinking habit, Make PPI, Analyze children every day. Beside of the effort made is the School Guidance teacher / chaperone ABK, Sharing with parents, Always make a joint workshop to discuss how learning management ABK good. These inclusions in the learning management they have hope Educating and developing the potential of ABK become more independent in solving problems in everyday life.

FGD implementation and results of questionnaires from teachers at SDN Experiment 1 gives some information regarding the condition of the implementation of inclusive education at the school. The school has six students with autism, hyperactivity 4 students and 4 students learning difficulties. However, in the implementation of this education cannot be separated from some obstacles, such as lack of man power GPK, curriculum modifications have not been standardized and have not been implemented. To overcome these obstacles there is some effort made is the part of teachers to create a curriculum modification, while the addition of GPK of the school. But this school has such expectations of their material and spiritual assistance from various parties, support from the government, schools, parents, and people are increasingly high.

FGD and questionnaires are stuffing his next teacher from SDN Sumbersari 2. From the data obtained the data that SD Sumbersari have 2 autistic students, student's Down syndrome category 3 people, learning difficulties: 3 students,

slow learners 7 people. Obstacles encountered in elementary school, namely when ABK tartrum, regular student sometimes jail on ABK, the concentration and mood ABK change often, he met children ABK would not be silent (crowded, angry, etc.), ABK sometimes interfere with teachers teach, teachers find it difficult provide insight to students ABK, Master still difficulties in managing learning, lack of availability of infrastructure to support learning, Master difficulties in formulating an appropriate curriculum, difficulty determining the objectives, methods, learning materials for children ABK, the students who lack motivation, concentration, and taste confidence.

FGD and stuffing are subsequent questionnaires that of SDN Sumbersari 1. The elementary school children with autism have 2, 3 Tunagrahita, 3 categories of ADHD students, 5 students slow learner, and three other categories. Constraints in the management of learning there is a difficulty to prepare the crew for the following study, Condition emotional / psychological students during lessons, lack of instructional media crews, Learning material supportive learning ABK, The evaluation and assessment in accordance with K13, incomprehension the parents with ABK children, Demands people parents who exceed the abilities of children, PPI Formulation, Implementation of learning in which there are regular crew, informal Assessment ABK. As for the efforts of teachers is cooperation with parents to prepare children from home. Modify the supporting learning material although it is not finish perfectly , mutual sharing among teachers in elementary school inclusion Samadan sharing with teachers in other school that also have ABK student . While from the school seeks to send a teacher / GPK in training / workshop inclusion, Always sending and GPK classroom teachers to improve the quality of the educational and training about inclusive education either at municipal, provincial and national levels.

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ACTUALIZING CLEAN AND HEALTHY ELEMENTARY SCHOOLS AND PAIKEM BY *PROFESSIONAL LEARNING COMMUNITY*

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ABSTRACT

Schools are formal institutions and strategic to prepare healthy human resource physically, mentally, and socially for creating productive human beings. In schools, there are two processes at once, namely learning and educating students. Learning is an interaction process between students and teachers and learning sources to support the students' intelligence, while educating is process to improve skills/abilities and create positive character of students. The success of education is determined by many factors. The factors influenced the success of learning process are health condition and school environment. The school supervisors use a strategy to create Clean and Healthy Elementary School and Paikem by professional learning community to support learning process with positive school atmosphere with the target the super success students. Whereas, the formulation of the problems in the best practice are: What are the guiding steps of supervisors and the realization of guidance to create Clean and Healthy Elementary Schools and Paikem by professional learning community with positive atmosphere in Group 1 to 7 of Elementary Schools in Kecamatan Klojen? While the reaction solving are: a. analyzing problems and determining the best solution based on the hypothesis, b. arranging development strategy in KKG through Professional Learning Community as the coaching center, c. coaching about what the purpose and how important Professional Learning Community as the coaching center, d. concept training and the implementation of Clean and Healthy Elementary School as the center of Professional Learning Community, e. coaching at schools continually to explore creative ideas and school potentials, f. reflections of supervisors, KS and teachers, g. improvements. Coaching in professional learning community center for actualizing clean and healthy elementary school is successful to support Paikem learning with positive school atmosphere in Group 1 to 7 Elementary Schools in Kecamatan Klojen of Malang City. It was evidenced by students who achieved National Achievement, the coached school was the winner in green school contest, went to Adiwiyata Province school, the winner of healthy school. More than 80 per cents of the school members take good consideration of the important of healthy environment, as the students behavior and culture, the teachers and officers attempt to keep and maintain the school environment. Some students got 10,00 score on three National Examination subjects; PBM proceeds more creative and Paikem; the schools are tidy, clean and green; and the relationship among the supervisors, headmaster, and teachers is dynamic and pleasant.

Keywords: pedagogic competence, school culture, work motivation, work productivity.

Schools are formal institutions and strategic to prepare human resource who are healthy in physical, mental, and social for being productive human beings. In school, there are two processes at once, namely learning and educating students. Learning is an interaction process of students and learning sources which has a purpose to improve the students' intelligence, while educating is a process to develop the skills/abilities and create positive character of students. The success of education is determined by many factors. The factors influenced learning process success at schools are health condition and the school environment.

An attempt to actualize good nutrition and students health in school environment needs remarkable school service. The health care consists of service units, such as ideal school health care unit, accessible, and ready to give any service for school members. In an emergency condition, the schools should contact the closest clinic or health center. Tidy, clean, attractive, and comfortable school environment with ideal infrastructure facilities and children friendly environment is required for students development. The environment condition is necessarily supported by natural lighting, adequate class circulation, unslippery floor, ergonomic tables and chairs, clean toilets with a sufficient quantity, harmless stairs, adequate playground and court, clean and healthy canteen, sufficient clean water, and so on. The ideal school environment can be provided by involving the school members.

Today, there are schools that are not ideal in the school environment, nutrition, and students' health. Even though, inadequate cleanliness, nutrition, and health in the school environment will be a spread of disease. Based on the health research of 2010 and 2013, nutrition problems at schools were superior in the 6-12 years school ages, 35.6% short, 12.2% thin, and 9.2% fat; 44.6% school age students consumed low-quality breakfast. It was reported that 1.7% school students were smooking in their 5-9 years, and 17.5% in 10-14 years. The

percentage of daily teeth brushing in 10-14 years group was 95.7%, but only 1.7% brushed in the right manner (Kemdikbud, 2015).

School age is the most important age in developing potential and teaching clean and healthy behavior. For supporting it, the elementary school students must be the subjects in the clean and healthy elementary school program. The students as the subject of clean and healthy culture will have the powerful foundation to their future.

Developing clean and healthy behavior is very strategic implemented by learning, both applying indoor or outdoor. Great teachers are teachers who are inspiring; they are able to make the students understand, feel, and apply the behavior. By understanding, feeling, and applying the active learning (*student center*), it will be easier to build *hard-skill* and *soft-skill*. Our education expert, Ki Hajar Dewantara, taught us the Tri-Nga, namely Ngerti (Understanding), Ngrasa (Feeling), Nglakoni (Applying). In 2013 curriculum, teachers must be smarter as facilitators in order students make a lot of questions and active. Unfortunately, not all teachers can do it. Even, many teachers teach in explaining method (*teacher center*), even though they must be creative as facilitators and create *student center* class arrangement.

Observing the phenomena existing in coaching schools, as a supervisor I applied a strategy to create Clean and Healthy Elementary School to support Paikem PBM, to change teachers' mindset as the knowledge source into creative facilitators and actual example for their students. Through clean and healthy environment, students will study in comfortable situation, then the teachers will be the facilitators and example who will guide their students through PAIKEM to be the super success.

Based on the background of the problems above, the problems formulation of *best practice* are: How the supervisor's steps and coaching actual results will create Clean and Healthy Elementary Schools (SDBS) and Paikem by *professional learning community* with positive school atmosphere in Group 1 to 7 Elementary Schools in Kecamatan Klojen?

The purpose of this *best practice* are: (a) supporting schools to apply active, creative, pleasant, and valuable learning; (b) supporting schools to have clean and healthy atmosphere; (c) motivating schools and teachers to study and creative, (d) motivating students for their success; (e) motivating students to live in clean and healthy environment

The benefit of this *best practice* are (a) supporting a school to disseminate to another schools; (b) as an example to develop Clean and Health Elementary School and qualified, and (c) involving relevant officials to develop SDBS and valuable in their areas.

PROBLEM SOLVING METHOD

The strategy chosen to deal with the problems in coaching elementary schools is creating *Professional Learning Community*. It is the most promising strategy to improve the school quality constantly. For changing the teachers mindset, it is necessarily to develop school members' skill through a professional learning community. Hord (1997) stated that a professional learning community is a community where teachers of a school, together with the headmaster and school supervisors, search and share anything relating to learning activities, and doing anything in learning and their school environment, with a purpose to increase the learning effectivity for students interest.

Professional Learning Community is the best problem solution (innovative, economical, everlasting), because through *Professional Learning Community* the teachers will be directed to learning teachers. Being the learning teachers, they will study all the time about how they will create Clean and Healthy Elementary School and Paikem through *professional learning community*. With a positive school atmosphere in Group 1 to 7 Elementary Schools in Kecamatan Klojen, the teachers' mindset will be changed from spreading knowledge into facilitators, from knowledge source (*teacher center*) into *student center*, and enhance them to study and apply their knowledge as the good example to the students, innovative and creative.

While problem solving with reaction planning are: (a) analyzing problems and determining the right solution based on hypothesis; (b) arranging the coaching strategy in KKG through *Profesional Learning Community* as the coaching center; (c) briefing about what are the purpose and the important of *Profesional Learning Community* as coaching center; (d) concept training and implementation of Clean and Healthy Elementary School (SDBS) by *Profesional Learning Comunity; (e)* Coaching at schools constantly; (f) Reflection together with supervisors, KS, and teachers; and (g) Improvement.

The Reasons of Deciding the Problem Solving

In many situation, headmasters and teachers usually give advice to students that they must study hard. Their tasks are to study and study in order to get the highest score and pass the examination. If the students get good marks, the achievement of their schools will be increased. It is less supported by the teachers' participation in achieving the

target. Some contradiction things are still done to obstruct the students to gain the best success, such as: the teachers dominate their classes and have *teacher center mindset*, a method used is an explaining method and uninnovative, not all teachers are good examples for their students for caring and loving the clean and healthy environment, even the clean and healthy environment contributes to the students' achievement.

We all know that student objectives consist of 3 subjects, namely cognitive, psyco-motor, and affective. In schools, there are two process at once, namely learning and educating students. Learning is an interaction process of students to the teachers and learning sources, with a purpose to increase the students' intelligence. While educating is a process to develop their abilities and build positive character. The success of education is determined by many factors. The factors are health condition and school environment. Affective or attitude is a opinion before making any action, whether agree or not the students to a phenomena, or rule, uphold discipline, tolerance, capability to accept advice objective, keeping tidy, and so on. Attitude cannot be built at one time. Attitude building process needs time, because it requires internalization and one's psychological process. Someone who understands and skilled often has positive attitude. For the psychological process, it is required good example and a place to support in community for motivating one another.

According to Maori, the Headmaster of Hamanogo Elementary School of Chigasaki, to overcome the problems at schools, begin the *Learning Community*. There are 3 (three) slogans applied in Hamanago Elementary School, namely: 1) to guarantee everyone's right to study; 2) teachers and staffs support one another to develop; 3) the community and parents learn together to overcome the problems at schools. A promising strategy to increase school quality continuously is by developing school members' skills through a professional learning community. Hord (1997) stated that professional learning community is a community where teachers in a school, together with the headmasters and school supervisors, continuously search and share anything about learning, and doing something in their learning process, with a purpose to increase the learning effectively for students' interests.

Professional Learning Community is KKG developing program. KKG stands for *Kelompok Kerja Guru* (Teachers Work Team), functions as a place to do many activities supporting teaching-learning activities, such as planning teaching-learning strategy, making a learning tools, making worksheets, and discussing problems in classes. KKG is one of technique used in educational supervision. Personnel involved in KKG are school supervisors, headmasters, and teachers. Supervisors have a role as the builder who cooperate with headmasters, and the teachers are the objectives of this building.

IMPLEMENTATION AND RESULTS ACHIEVED

Best Practice is implemented in Group 1 to 7 Elementary School in UPTD Kecamatan Klojen of Malang City in the school year 2014-2015 and 2015-2016. The instruments needed are observation sheets, score rubric, and questionnaires.

The implemented activities in building professional learning community in Group 1 and 7 Elementary School in Kecamatan Klojen of Malang

The implemented activities in building professional learning community in Group 1 and 7 in Kecamatan Klojen of Malang City is to create Clean and Healthy Elementary School and Paikem, namely:

a. Making Routine Meeting Among Teachers, Headmasters, and Supervisors. Managing and making any program in learning community program are important in order the learning community will be a place to discuss and share creativity of teachers, headmasters, and supervisors. The programs are planned together based on the requirement of teachers and schools;

b. KKKS and KKG Meetings. By the KKKS and KKG meetings, the discussion process is directed to mutual learning process between KS and KS coached by supervisors and teachers, then between teachers coached by supervisors and KS. If there are KS and teachers groups that cannot solve problems, the supervisors motivate KS and teachers to make questions to another groups.

c. Crossed Supervision. Crossed supervision can be a place to learn and meet each other, between headmasters about *best practice*.

d. Tasks. Various tasks of schools in one group, such as making the scoring instruments, RPP, media, etc.

e. Scientific Activities. Scientific activities must be grown at schools, such as by doing teacher seminars between one school and another, seminar in Regency area, attending scientific competition among schools/areas/Regency.

f. The Activity Result of Students As Teachers and School Learning Sources. The students' activity results as papers, research reports, clipings, pictures are materials for teachers to increase

their understanding about learning materials and media using *salingtemas* approach (science, environment, technology, and society). Students' work and reports about the environment can be a scientific work. Sometimes, the teachers find difficulties in making scientific works. If the students' work can be used, they will have materials for their works.

g. Developing a practice of *Semut Sebar*, healthy canteen, School Healthcare Unit (UKS), foster plants
h. Making biopori holes and infiltration wells
i. Waste sorting and making compost
j. Utilizing wastewater to decorative plants innovation
k. The Movement of *20 Ayo! Ayo Pungut Sampah* (Lets Take Garbage), *Ayo Siram Tanaman* (Lets Water Plants), *Ayo Piket Kelas* (Lets Clean the Class), *Ayo Kumpulkan Sampah* (Lets Collect Garbage), *Ayo Pilah Sampah* (Lets Select Garbage), *Ayo Bersihkan Parit* (Lets Clean Trench), *Ayo Pupuk Tanaman* (Lets Fertilize Plants), *Ayo Rawat Tanaman* (Lets Care Plants), *Ayo Hemat Listrik* (Lets Save Electricity), *Ayo Hidup Sehat* (Lets Have Healthy Life), *Ayo Baca Buku di Perpustakaan* (Lets Read Books at the Library), *Ayo Pakai Helm* (Lets Wear Helmet), *Ayo Budayakan Salam* (Lets Greet), *Ayo Sarapan Pagi* (Lets Have Breakfast), *Ayo Shalat Berjam'ah* (Lets Pray Together), *Ayo Cuci Tangan* (Lets Wash Our Hands), *Ayo Kerja Bakti* (Lets Do Community Service), *Ayo Hemat Air (*Lets Save Water), *Ayo Jaga Keindahan* (Lets Care of Beauty)
l. Providing Learning Resources and Media.

The Results/Effect of The Selected Strategy
The results of the strategy done are:
a. Students get National Achievement
b. Coaching schools are the winners of *green schools*, entering National Adiwiyata school, more than 80% of school members are considering the important of clean environment
c. The attitude and actions of students, teachers, and staffs to maintain the school environment
d. Some students get score 10,00 for 3 National Examination Subjects
e. There are RPP, scoring instrument of K.13 for grade 1 to 6 which made together in PLC forum
f. Creating the learning innovation in Group 1 and 7 in Kecamatan Klojen of Malang City

g. Teachers are motivated to attend meetings in PLC because the activities are useful for them
h. PBM is implemented more creative and *student center*
i. Tidy, clean, and green school
j. The relationship among supervisors, headmasters, and teachers is dynamic and pleasant.

Problems Found in Applying the Strategy
Some problems were found when applying *professional learning community* program to change *teacher center* mindset to *student center* in actualizing paikem in coaching elementary schools and clean and healthy elementary school. They are:
a. The interaction among school members is less maximum
b. Determining centered policy
c. The low teacher expectation
d. Blaming external factor when finding problems
e. Not much can do in the existing condition
f. The custom to wait other's ideas
g. The low in reading habit
h. The less in clean, discipline and efficient habit in daily life
i. The low in collaboration and trust
j. Success effort must be supported
k. Giving reward and punishment is not maximum done by headmasters

Supporting Factors
The supporting factors for making *professional learning community* program to change *teacher center* mindset to *student center* in actualizing paikem in coaching elementary schools and clean and healthy elementary schools:
a. KS is building commitment of school members to PLC and SDBS
b. Supervisors and KS create family situation, collaboration, learning endurance, the spirit of forging ahead, hard work support, and not easy to complaint
c. Supervisors understand the school culture
d. There is developing team
e. There is task and authority delegation
f. Interaction between school members and school members commitment to supervisor program is high
g. Program, program socialization, and improvement program are planned from subordinates
h. Supervisors as facilitators

Developing Alternative
Steps to create Clean and Healthy Elementary Schools by *Professional Learning Community* in PLC are expected to use to supervisors and headmasters to optimize teachers' performance, then this *best practice* will be expected to book as a guidance to create Clean and Healthy Elementary

School and Paikem by *Professional Learning Community* with positive school atmosphere in Group 1 to 7 in Kecamatan Klojen. It can be a reflection and learning materials, so it will be useful to develop teachers' professionality and school development.

Besides, *best practice* needs to be followed-up by learning-teaching practice in teachers' daily activities from *teacher center* to *student center* pattern, this *best practice* needs to be spread out to other teachers in other schools in order they get easier teaching method by using K.13 creatively, then students will get useful learning experience, learning from good examples, comfortable school atmosphere.

CONCLUSIONAND RECOMMENDATION
Conclusion

In applying *best practice* to coaching schools, it can be concluded that Actualizing Clean and Healthy Elementary Schools and Paikem By *Professional Learning Community* is successful. It is evidenced by: (a) Students who get national achievement; (b) Coaching schools are the winners of *green schools*, entering National Adiwiyata school, more than 80% of school members are considering the important of clean environment; (c) The behavior of students, teachers, and officers to keep and maintain the school environment; (d) There are students who get 10,00 score on three National Examination Subjects; (e) There are RPP, media, instruments of scoring K.13 made by forum PLC; (f) Building a learning innovation in Group 1 to 7 in Kecamatan Klojen of Malang City; (g) Teachers are motivated to attend meetings in PLC because of the useful activities; (h) PBM applied more creative and *student center;* (i) Tidy, clean and green schools; (j) The relationship among supervisors, headmaster, and teachers are dynamic and harmonious.

Recommendation

For a consistent *professional learning community* program to change *teacher center* mindset to *student center* in actualizing Paikem in Coaching Elementary Schools and clean and healthy elementary schools, it is suggested: (a) there are working programs as an input to Education Official program, so this *best practice* can be applied continuously in a better way; (b) learning innovation created can be trained to other schools in Malang City facilitated by Education Officials of Malang City, in order the supervisors, KS, and teachers in Group 1 to 7 motivated to make better innovations; (c) this *best practice* can be uploaded to Education Official's web in order other parties can be applied it; (d) there are

rewards from Education Officials for the best schools and the best teachers in innovations of learning and the students with the highest achievements; (e) there are rewards from Education Officials for cleanest and healtiest schools.

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THE IMPACT OF CHANGES MANAGEMENT IN HIGHER EDUCATION INTO EMPLOYMENT POLICY

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ABSTRACT

The purpose of this study to describe the impact of changes management in Higher Education to policy of employment. The method uses a qualitative approach to the type of case studies in new public universities in Surabaya. Data were collected through the technique of in-depth interviews, participant observation and documentation study. The results showed that the changes in the management of higher education have an impact on the transformation of human resources. Changes in labor policy in juridical aspect is impact on the rule of law in the rights and obligations of lecturers. Technically the adjustment process occurs constraints related to the persistence of the internal organization of the inhibiting factors unresolved. The social aspect of the changes associated with the process of adjustment to the new values and norms related to changes in employment policies.

Keywords: impact of change,s management, higher education, employment policy.

Change is something that is inevitable and will occur in all organizations, as well as going on in the college environment. As an institution that produces quality human resources, the universities need to develop themselves to be able to participate in national development activities and have high competitiveness in the global competition in science, technology, and or art. Davidson (2005: 4) explains that "change is a process of continuous adjustment to strategy, operations, culture and rewards are aligned on an ongoing basis to convert, manipulate and rearrange the various elements of human and non-human". Organizations are dynamic, will always improve and develop the ability through small changes or a fundamental change. Changes occur anywhere with the speed and complexity are diverse and growing.

Institutional development requires changes in the behavior and integrity of the quality of life of the organization. Change itself is a phenomenon that includes the time and reality. Changes in private colleges into state universities in the last five years with a reason to boost the quality of education in Indonesia, especially in remote areas, is a policy that needs to be done. The need of change in higher education for (a) the level of higher competition, (b) Development of science and technology, much of the information is very fast and varied, (c) the life of the community and the nation is based on knowledge, and (d) based competition benefits of human resources.

Organizational change is a process of moving from the present situation to the circumstances leading to the desired future to improve organizational effectiveness (Widodo,

2008). The success of an organization changes then depend on the success of leaders in leading the change. Humans as a manager of an organization need to constantly change according to the changing demands of itself.

Changes in behavior include adjustments to the value system and assessment, methods and ways of working that is new, new equipment used, as well as updates to the way of thinking and a way of being "(Winardi, 2008: 1). Changes in social level leads to a process of adjustment and acceptance of the members of the organization on the new values that gave birth to the different working mechanism and direct the behavior of members of the organization. The most common obstacle to the success of the resistance change is human, because humans are causing changes and resistance happens. Organizational changes brought on changes in the organizational structure. Based on the Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 38 Year 2015 concerning Organization and Work Procedure of the University "VJT" then there was a university management switched from the Foundation to the Ministry of Research, Technology and Higher Education.

Transition from the previous condition on the condition later require a transformation process that requires the management to take place in a relatively fast with minimal difficulties. Management transition strategy change in placement, recruitment and employment status. The views on the positive results of the organizational changes necessary to the process of moving from the present circumstances toward a desirable future and effectiveness of the organization. Transitional

status of private colleges into universities bring a better hopes for the organization and all the human resources that exist within the organization. This article is focused on discussing the impact of changes in university management on the status of lecturers.

METHOD

The study used a qualitative approach to describe the events and behavior or circumstances at the site in detail and in-depth research by assembling facts into the fabric in order to describe and explain the facts in depth. Data and facts collected through depth interview, participant observation and documentation study. The presence of the researcher as a research instrument that goes into the location and deal directly with the informant. For the credibility of the validity of the data is done through discussions with colleagues, triangulation and member checks. Addiction is done with coaching activities by the dissertation supervisor. Data analysis included data presentation, data reduction, verification and conclusion.

FINDINGS AND DISCUSSION

Subjects were college who are older than 50 years and more than twice the change of organizational governance. Since the start up date of July 5, 1959 University "VJT" in its development undergone several name changes and status. Beginning as an Academy in the period 1959-1965. Then in 1968 turned into a College under the guidance of the Ministry of Defence and Security. Decree together (SKB) between the Ministry of Education and Culture and the Minister of Defence and Security number: 0307/0/1994, Kep / 10 / XI / 1994 dated 29 November 1994, commencing April 1, 1995 became Colleges. With these changes the University "VJT" shift responsibility to the Foundation but supporting them government employees and teachers who have worked to remain a part of this university. In order to meet the needs of faculty and employees, the foundation did toughest of recruits as an employee of the foundation. The college is operationally under the guidance of the Foundation but functionally under the guidance of the Ministry of Defence and Security.

These are nominally violates the law because of the privately-held organizations are government employees. To comply with the Act, the technical university "VJT" planned organizational changes. Returns the university management in government. If the private colleges remain the one obstacle is government employees in this university must be removed.

Socially it is not possible for 58% of all employees are government employees.

Based on Presidential Decree No. 122 of 2014 on the establishment of the University "VTY" the formal judicial becomes Universities since October 6, 2014. With 6 faculties and 17 study programs and the Graduate Program. The number of permanent teaching staff of 335 people, a great teacher who educated Doctor 11orang 51 and 95% have been titled S-2 (Masters), 54 lecturers have been certified Ministry of National Education. Based on the Decree of the National Accreditation Board of Higher Education Ministry of National Education entire course has gained the status of an accredited A or B. The changes affect the status of employee organization status. Government employees who are in college with mutations in the ministry, while the foundation for employees to follow the Law of the Republic of Indonesia Number 5 of 2014 concerning the State Civil Apparatus as Article 1 of Government Employees to Work Agreement.

From facts on the ground through interviews obtained information about the management of employee status after the changes include:

> There are four types of employees in the organization as a result of the organization's history that have undergone changes in form and management of more than 2 times. There are government employees, employees of foundations, government employees of private colleges coordinator seconded at the University "VJT", temporary employees. Mutation of government employees has been implemented through a process of repeated data (PUPNS) while the status of foundation employees have gone through the process of data collection in accordance with ASN. Communication and information to all employees of the foundation conducted a meeting with the Rector and relevant officials. (Wwc/Pj1/Jt/17-3-2016:13.00).

The uniqueness of this study site is on their employment status. The process of development of higher education who are aged 52 years and changes the shape of higher education resulted in the four types of employees in public universities recently. Once the changes are nominally of private colleges into state universities began a transformation in human resources. Mutations employment from the Ministry of Defence and Security into the Ministry of Education and Culture through PUPNS.

Employees remain the foundation in accordance with Law on Government Employees (ASN) in the process status and continue to be communicated in a meeting between the employee and the Rector and relevant officials.

Changes in employee status affects the ratio of lecturers and students. Status unclear for non-civil servants can affecting the confidence of employees. Distrust of employees conducted by resisting change behavior or leave the organization. (WWC/Peg1/Y/20-9-2016: 08:30).

Based on the Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 50 Year 2015 concerning Establishment, Change, Dissolution of State Universities and Establishment, Amendment, Revocation of Permit Colleges of Article 8 which explains that each study program has a minimum of six lecturers with qualifications aged highest 58 (fifty-eight) years in the case has the status of Civil Servants (PNS), or has not aged 35 (thirty five) years in the case yet civil servant status, when received as a lecturer at the Universities to be established.

Non-civil servants already have legal protection. The data collection process has been done, then waiting for technical guidance. Members who came out there were three people because they want to develop a career elsewhere (WWC / PJ1 / 30-9-2016: 14:00).

Resistance to personnel policies shaped the resignation of three non-civil servants with reasons for wanting to develop a career elsewhere. Based on observations through discussions with several non-civil servant lecturer obtained information that they follow only the currently running process. Devotion is already over at least 10 years old and already more than 35 years to make them commit to remain devoted in college while still expect given the best. Although restless but still function and its role as an educator and still struggling to obtain certainty status.

The problem for the functional rank, certification lecturers and professors holding a national number for tenured faculty with the status of civil servants in University "VJT" becomes constrained due to the structure of the Ministry of Defence and Security does not recognize the functional position of lecturer, and so can not provide status and functional benefits and lecturer certification. Next will affect the careers of faculty and accreditation". (WWC/PJ1/22-3-2016: 13:30).

Based on the Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 2 Year 2016

About the Register of Teachers In Universities that alter regulation of Research, Technology and Higher Education No. 26 of 2015, the problem NIDN has been resolved and can satisfy the composition ratio of lecturers and students. Requirements to obtain NIDN is a lecturer with the letter of agreement as Lecturer Full-time employment. Apparatus State Civil status Civil Servants must submit a copy of the decree as a Civil Servant (PNS). Government Officials to Work Agreement (PPPK) must submit a copy of the employment agreement.

Obstacles in the management of human resources after being turned into Universities is dissatisfaction with the employment policies of the status of government employees with the kind of civil servants (PNS) and Government Employees to Work Agreement (PPPK).

The change of status became public universities have an impact also on the organizational structure that affect staffing in the role and function, because the law limits the "motion" PPPK that affect the composition of the faculty and placements at certain positions. And this applies generally to all new public universities. Uncertainty regarding the status of lecturers PPPK effect on payroll. (WWC/Pj2/20-9-2016:13:05).

The college is relatively difficult to make changes even for a simple change for the university as an organization that has a structured system with authority, division of authority and responsibility are relatively very tight for decision making (Buller, 2015: 2). Organizational change in higher education is planned as an effort to create quality human resources better and better performance.

The unclear status of non-civil servants have an impact on the financial problems in terms of payment or employment expenses. Based on the regulation of all activities and personnel expenses State Universities will be financed by the state budget and non-tax revenues. The problem is non-civil servant status is not clear that difficulties in financing the salaries and allowances of non-civil servants because there is no legal framework or legislation authorizing the issuance of state funds or non-tax revenues for non-civil servants (WWC / Pj3 / 11-10-2016: 10:00).

Kusumaputri research results (2014) explains that the changes initiated by the organization will not succeed if it does not touch the realm of the individual, that means there will be no change if it has not yet managed to make an individual change. Individuals who have an openness to change tend to bring flexibility when faced with new challenges. It is necessary for understanding the needs of its members leaders in the change process.

The change of status became public universities are the best choice due to become public universities the opportunity to increase the quality of education and infrastructure. (WWC / PJ2 / 11-10-2016: 13,00).

Change requires leaders who can lead to the achievement of the objectives of changes to the common interest. Leadership style that is applied within an organization will determine whether the organization will generate a lot of innovation (Ancok, 2012: 121). The quality of human resources became dominant in organizational performance. The increased performance of human resources management requires a systematic process to the achievement of organizational goals can be implemented effectively and efficiently. Changes in university management requires a change agent who has the ability to motivate, guide and provide moral support to human resources affected by the change in order to understand and implement the changes. Commitment and ability leader directing member on a key goal of the change is the core changes.

The challenges facing higher education institutions require a response in the form of strategies and policies (Suharsaputra, 2015: 13). Universities and colleges should be able to act quickly and appropriately in the face of a wave of change in order to remain able to perform its role as an institution of higher education. In the face of competition in the global era requires a way to integrate the knowledge within the framework of human resource development in the organization.

CONCLUSIONS AND SUGGESTIONS
Conclusions

Management changes have an impact on the process of internalization, of a new employment policy. Lecturer status is not yet clear impact on confusion, despair and ended in resignation. The rule of law in the rights and obligations of a formal judicial lecturer can motivate to accept the stages of change. Process know, understand and accept the changes is a process to be followed and in need of management and leadership in change. The adjustment process and through the constraints related to the persistence of the factors inhibiting the internal organization of the unresolved part. The social aspect of the changes associated with the process of adjustment to the new values and norms related to changes in employment policies.

The uniqueness of the diversity of employee status in college, requiring completion for different techniques according to the proposition. Justice is not always something that should be the same. Management changes have an impact on the status of lecturers. For the purpose of the change is effective and faculty rights are met requires commitment, leadership focused on human relations for the realization of effective change. Change management and organizational learning in the process of change is important to do.

Suggestions

Colleges that change management needs to consider the benefits of change for the organization's members and the organization itself. Resistance can be managed effectively when leaders can communicate the benefit of change for the organization's members and the organization. Members of the organization need to have a commitment to the organization. Build awareness of members about the benefits of the change through the role of agents of change so that members can participate in and support the changes. Leaders need to consider the interests of member organizations in the process of change and involve members in decision making.

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THE ROLE OF JAVANESE CULTURE IN CHARACTER BUILDING AT ELEMENTARY SCHOOL

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ABSTRACT

Nowadays, character education becomes a major concern in Indonesia. Character development has been done by various strategy, but the results is yet to be seen. Character development should beginin elementary school in order that the children's charactercould formed early so that it could be developed until they are mature. One of the efforts of character building is integrating the local wisdom in learning. One of them is the Javanese culture. Javanese culture has a variety of rules called the "unggah-ungguh" that always give good models to the public community, especially to the Javanese. Along with the times, the Javanese culture that upholds ethics began to degraded and replaced by foreign cultures that came later. The parents' roles in instilling the Javanese culture to their children also decreased gradually. This paper will examine the Javanese culture's roles toward the character building in elementary schools' students. Descriptive method supported by a depth review of the literature and the previous studies is used in this paper as a method. Based on the results of these reviews, we obtain some information about the types and mechanisms of Javanese culture in character building of students, especially elementary school students.

Keywordz: character building, javanese culture, elementary school

Modernization provides a better change towards human life. In reality, the impact of modernization is not only a positive impact but also negative one. One of the negative impact is that patriotism, lifestyle, and empathy are decreased. This is mostly happening to Indonesian youths.

Some of the indication of the decreased in character are fightingsamong students, promiscuity between men and women, and demonstrations that turned to riot.Weak characters happen because there has been no implementation of character education in children. The effective implementation of character education could be done in formal learning, in whichthestudents studying cognitive knowledge, as well as gain affective knowledge. According to Martin Luther King, Intelligence plus character, that is the true aim of education. The success of a nation in obtaining the goal is not only determined by the abundant of natural resources, but also determined by the quality of its human resources (Abdul Majid and Dian Andayani, 2013: 2). Implementing character education should beginfrom the lowest levels of education, which is elementary school. The age of elementary school students can be said that they begin to have effectivenessin teaching and learning.

The implementation of character education in children, could be performed using Indonesian culture, especially the Javaneseculture.It is because Javanese ethnic is dominating the population in Indonesia.According to the results of the population census (2010),ethnic that has the most population are Javanese ethnic, who reached 40% of the Indonesian population, even Javanese peoplehave spread throughout all the islands in Indonesia.Today, the famous Javanese culture which is havinghigh manners begins to erode by the advance of modernity.Evenunggah-ungguhwhich is a characteristic of Javanese is lost from the personality of the Javanese community.

FINDINGS AND DISCUSSION
Ethics of Javanese Culture

Ethics is a matter that must be uphold in life. Ethics is guideline to make a good person. Ethics is an important thing in life, ethics could distinguish a good choice from a bad one. Those who hold to a psychological definition of attitude recognize that social structure is important in creating and maintaining social order. But they claim that if behavior is to change, attitude change must come first (Dollard, 1949: Kerch & Crutchfield, 1948: Kutner, Wilkins, & Yarrow, 1970: Lewin, 1999).

Ethics could be formed through children'sgrowingenvironment. Good ethics will create a good character in children, if the application of ethics in the children's environmentis bad then the children's characters would be bad too. Character is a heredity which is derived from the father's and mother's attitude. Character isn't inherited. One builds its daily by the way one thinks and acts, thought by thought, action by action (Helen G. Douglas in MuchlasSamani&Hariyanto, 2013:41).

There are a lot of Javanese ethics that should be adopted and developed by the community, especially by the children.One of the example is the one that developed by Taman Siswa. Ki TyasnoSudarto, Chairman of the Law Assembly of Taman siswa(2007) as cited by Ekowani (2009) stated that the character's basic philosophy is Tri Rahayu (Three Welfare) which is a noble values and way of life, there are:

Mamayu hayuning salira (living to improve the quality of oneself)
Mamayu hayuning bangsa (fighting for the nation and country)
Mamayu hayunung bawana (build the prosperity of the world)

KPH H. Anglingkusumo one of the descendants of PakuAlam tried to interpret PakuAlam lesson. One of them is written on the gate of Pakualaman Palace that reads wiwarakusumawinayangreka.Wiwarameans the door or open, kusuma means virtue, winayang means inspiration, and reka means the way of thought. So that the sentence means a virtuous personcertainly always open and wise.Other Javanese attitude is calledandhapasorwhich means humble, it means not to be conceited despite having the capability, able to control themselves, and not easily angered.

Meanwhile, in the social life, Javanesepeople should always have three levelsprinciple. The first principle is rigen, mugen, tegen.Secondprinciple is Gemi, nastiti, ngati-ngati, and the third principle is Gumati, mangerti, andmiranti.These principles are contained in SeratCemporet. The origin of this principle is a doctrine to a girl who is getting married, being a housewife, but the essence of these teachings could be used for the entire life of the community. Rigen means to do everything to completion, tegenmeansdiligent and earnest in work, while mugenmeans steady in carrying out the work, the determination is also steady, and faithful undergoing a work. The second principle consists of gemimeans careful, as a result of action.Ngati-ngatimeans carefully and a mental attitude that always on guard.Third principles are gumatimeansearnest till the inner self and mirantimeans fulfill the wishes, obeying the rules.

The type of Javanese ethics in schools' learning is for example unggah-ungguh basa, paribasan, bebasan, saloka, and purwakanthi (NurSamsiah, 2013). Unggah-ungguh is Javanese ethicsin socializing with other people. Unggah-ungguh basa teachesoneself to be friendly, courteous, and polite in spoken words. When the a person'sunggah-ungguu his good

then his relation to other people will also be established in harmony. Meanwhile, in the daily life, distinctly different to the Batak ethnic who is direct, Javanese like to use metaphor, parable or symbols, such as the expression of wong Jawa nggone pasemon means Javanese like to use imagery and veiled words, some of them are: 1) Desa mawa cara, Negara mawa tata. Every place has its own customs to be respected and appreciated. 2) Mikul dhuwur, mendhem jero. Upholding high, harbored deep. 3) Ngono ya ngono, ninga ja ngono. A warning that the person's demeanor, speak, and act should be in moderation, therefore it will get bad. 4) Ajadumeh. Do not be arrogant, do not like to flaunt oneselff, or insult others. 5) Cekelen iwake aja buthek banyune Advice to be wise and careful while doing anything, including in justice. 6) Ana dina, anaupa, ora obah ora mamah. People who are always working hard every day to earn an honestliving for his family. 7) Mulat sarira, hangra sawani. Introspective and bravely declared what he felt in honesty and openly. 8) Curiga manjing warangka, warangka manjing curiga

Symbolize the unity between leaders and subordinates/people. Leaders understand the aspirations of the people and serve the community with sincerity.

Character Development ofElementary School Students

Character's decreased on community should get more attention. The decreased of youth's character could be seen from the frequent of fighting between students, the demonstrations that led to riots, sexual crimes, attitude and speech when socializing with others. It is proved that the nation's character is decreased. Essencially the crisis character is due to the influence of external factors, ie there is no filter in the information coming into Indonesia.

Socrates said that the most fundamental purpose of education is to make person to be good and smart.Western education figure as Klipatrick, Lickona, Brooks, and Goble also said that character is the inevitable goal of education. Martin Luther King approved the idea by saying, "Intelligence plus character, that is the true aim of education (Abdul Majid and Dian Andayani, 2013: 30). By those opinions could be conclude that education as a universal value that aims to transform people for the better in knowledges, attitudes, and skills.

The values of character education in Indonesia by Doni Koesoema in Muhammad Fadhillah (2013: 35-39), as follows:
The value ofvirtue

A person said to be having virtue when live and perform the virtuous actions and bring goodness to themselves or other people.

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The value of beauty

Through character education, it will be reflected on a learner's to developed an aesthetic value in any area that not only produce an art object, but also the development of human interiority dimension as people who have a strong religious awareness.

The value of work

Character education is an effort to instill tothe students to continue to work hard and do not depend on others. One of the roles of character education is to formed students who have hard-working character and not despair easily.

The value of patriotism

The role of education is to instill to the younger generation about the importance of love for the country that is now beginning to neglected, so that it could create people who could bringthe country to be more advanced and evolving.

The value of democratic

Students are taught to appreciate and give the opportunity to others to believe and aspire properly without coercion or pressure from any party.

The value of unity

Character education role is to instill the importance of unity and cohesion. From the beginning, students are taught and introduced to the importance of differences and also mutual respect between one another.

The valueof humanity

students are taught to always uphold humanity. It is done to instill the value of empathy to students.

According to Hornby & Parnwell (1972: 49 in Abdul Majid and Dian Andayani, 2013: 11) character is mental or moral quality, moral strength, name or reputation. Elementary school students are in an early stage of effective formal learning, so that the characters implamantation could be done effectively through activities in everyday life atschool. Basically children have a unique character, in the sense that is different from adult.Students' characters implementation must be done in different way, not justby implementing formally in the classroom. Implementation in the form of real experience will bescome a long term memory of students. Play activities provide pleasant impact on students, therefore in building positive character could be done by play activities.

Javanese Culture's Rolein the Character Implementation of Elementary School Students

According to Prof. Dr. Retmono in MasnurMuslich (2011: 54) character and cultural educationshould be applied to the nationalcurriculumimmediately. Teachers and parents also need to take role in the implementation of character and cultural education.Basically the national education should develop skill and character of a dignified nation, in the framework of educating the people. Javanese culture has content and meaning that is important in life, but if Javanese culture appliedold-fashioned way, it would be har to accept in the modern era as it is today.

Javanese culture's implementation in the character development of children is considered very important because there are some good advices and admonitions that could be applied to the elementary school students. Javanese advice and admonitions such as unggah-ungguhcould help to guide the children to socialize with their surrounding environment. There are also paribahasa, bebasan, saloka, andpurwakanthi.These Javanese advice and admonitions could be applied to the elementary school students who start to be able to select and sort the good thing from a bad one. The adjustment of Javanese culture in the modern era needs to be integrated to the learning methods and strategies in elementary school. The method that used by elementary school teachers in learning is discussions, storytelling, singing, and instructional media.

Discussion method could activatestudents' ability in facing a problem. Students could think critically and deeply about the problems they faced. Also in the discussion process, it could open their minds to express their opinions within the group. Storytelling is a way of presenting the subject matter through stories which could draw the attention of learners (Muhammad Fadillah, 2013: 179). Storytelling has benefits for developing students' imagination, train the emotions and feelings that could formed elementary school students' character. In the singing method, itcould use tembang dolanan(Javanese games song). In these Javenese games song there are a lot of ethics that could be implemented to the students. Through singing students will develop their language aspects.

In addition, characters implementationcould be done by learningmedia.Gerlach & Ely (1971) in Azhar Arsyad (2014: 3) said that the media is the human, material or events that establish the conditions that make students able to acquire the knowledges, skills or attitudes. In the learning process, the media is often interpreted as graphics tools, photographic, or electronic to capture, process, and reconstruct the visual and verbal informal. The media that could be used are comic of Javanese culture and Pop Up with the wayang (Javanese puppet) characters. With these media students will be familiar to the Javanese culture

which is could build character in elementary school students.

CONCLUSSION

The impact of modernization is not only the positive effects but also negative impact that also affect people's lives. The negative impact example are decreasing in patriotism, lifestyle,and empathy. The implementation of character education in childrencould be done using Indonesian culture, especially Javanese culture. Javanese culture has good values that could be applied within the elementary school students. The application could be done by using methods and learning strategies in class.Method used by elementary school's teacher in learning is discussions, storytelling, singing, and using instructional media. So that this applications through formal learning in school, it will create Indonesian students who have good character.

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EDUCATION AND DEVELOPMENT OF STUDENTS' CHARACTER BASED ON PERSONALITY GENETICS

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ABSTRACT

One of the noble aim of education is the formation of character on students, so that he can live in the community and together building civilization of the world. In many countries, to build national character through education has been understood and being to desire to make it happen. However, in practice, it's not all can be implemented according the objectives and expectations of the government. The spirit builds character or even do a mental revolution will not be achieved if the process of forming the nation character does not starts with to recognize the personality by each individual. Parents and teachers will also experience difficulties in the process of care at home and educating in school, because of their ignorance on the type of personality of children or students. The personality of people is basically different. Difference largely determined by type of intelligence (machine of intelligence) and personality genetic. The machine of intelligence shown by the dominant brain hemisphere will be determines how people's respond to something. The dominant brain is still determined by upper or the bottom layer of the active part of the brain. The process of integration work in the dominant brain will be produces a personality genetics that it called character or intelligence. Through the process of interaction in parenting and education were reasonable and not excessive by first recognizing the personality of their children/students. Parents will do care with the right approach at home without having experienced a rejection of their children. Meanwhile, teachers will be quick handle the student which slow learn, or can carry out learning in the classroom according to the student's learning style, and so that the implementation of educational programs and character development will be able to walk and all obstacles will be easily resolved.

Keywords: education, characters, intelligence, personality

Educational activity since its inception has become a way of acting out of a community. With that perpetuate human cultural heritage to the younger generation, they pass on the values that part of important in the culture of the society in which they live. If this process does not happen then the values that have been believed and support the community and culture are endangered by the death of its members. Therefore, education has a vital role in determining going on society and will reinforce the identity of individuals in a society.

One of the reasons why the school should carry out a planting of character to young shoots to the nation's future can be run effectively and run simultaneously. School as a national education system operator interests in character education can be implemented effectively. The government also encourages and supports through regulations and policies so that the school can organize this character education without obstacles.

When observed further, that it is a form of character education activities in which there is an action that is intended to educate the next generation. Character education is not only dealing with the planting of value for students, but it is a collective effort to create an educational environment where every individual can live his freedom as a prerequisite for the moral life of the adult. (Koesoema A., 2007).

Further according Koesoema A (2007), a character education as a pedagogy has the aim that every person has the aim that each person increasingly appreciate individuality, able to reach freedom he has, so he can continue growing as individuals and as citizens of a free and responsible, even to the extent of moral responsibility on community integration of living with others in the world. So really, the purpose of education is to form the character of individual self-improvement continually and practice themselves in order towards a better life.

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Character Education Problems

Character education conducted by schools today have ups and downs. Constraints experienced very diverse, and depending on the conditions and circumstances of school teachers. Here are some of the issues surrounding the character education, namely: (1) Education characters tend to be normative. The teaching sometimes 'superimposed' modest on teaching subjects (2) teachers do not have enough stock in recognizing the basic character of students who become the subject. Thus, in the pattern application code educating students, not the teacher seldom mistaken in treatment of students; (3) character education is more on understanding the cognitive and becomes knowledge only, not as behavior.

DISCUSSION

Definition and basis Theory

According UUSPN NO.20 /2003 mentioned that education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have the spiritual power of religion, self-control, personality, intelligence, character, and the skills required himself, society, nation and state. While Koesoema A. (2007) that education is a process that helps to grow, develop, mature, making the unorganized or wild become increasingly organized, a kind of process of creating a culture and system regularity in themselves and in others. So, education is a process that is done consciously planned through a learning process that helps to grow and develop their potential in the form of personality, intelligence, and skill to realize the noble character that religious spiritual strength necessary for himself, society, nation and state.

While the word of 'character' according to Indonesian Dictionary meaning: character, psychological traits, morals or manners that distinguish one person to another. Another understanding of the character is a quality of

mind that affects all the thoughts, behavior, manners, and the nature of human beings or other living creatures (http://id.wikipedia.org). Character is defined as a condition accepted without freedom and characters are accepted as a person's ability to freely overcome the limitations of this condition makes us not necessarily fall into fatalism due to the determination of nature, or too high optimism as true nature we do not specify the implementation of the freedom we have , (Koesoema A., 2007). While Suyanto (2009) defines the character as a way of thinking and behaving that is characteristic of each individual to live and work together, both within the family, community, nation, and state.

Based on the above understanding, character education can be defined as any attempt to do to influence the character of the students. While Thomas Lickona (2013) states that the definition of character education is a deliberate attempt to help someone so that he can understand, pay attention, and do the ethical values that core.

So it can be affirmed that character education is an effort that is designed and implemented systematically to help students understand the values of human behavior associated with the Almighty God, ourselves, our fellow human beings, the environment, and nationality were manifest in the mind, attitude , feelings, words, and actions based on religious norms, laws, manners, culture, and customs.

The Concept of Personality and Character according STIFIn

STIFIn grouped in just 5 and 9 intelligence engine genetic personality. So do not mess around anymore with the grouping of human beings in many boxes, such as the MBTI and Socionics which classified into 16 boxes. If related to intelligence, STIFIn quite five boxes, namely: S, T, I, F, and In.

Five intelligence engine that covers all kinds of intelligence that there are human beings on this earth.

STIFIn concept called simple because it is multy-angle theory. That is, STIFIn can be used to explain the theory of intelligence and personality from other disciplines. Like a concept of left brain and right brain (Roger W. Sperry) or divide neo-cortex as above and limbic brain as lower brain (Paul Broca) or divide 6 Hexagonal Holland (John Holland) is also the concept of the DISC (John Geier and Thomas International) or even theory Hippocrates and Galen long can easily dissected using STIFIn. Description of the equation as follows:

a. the left brain and right brain equal with S + T and I + F on STIFIn
b. Neo cortex and limbic equal to T + I and S + F on STIFIn
c. 6 Hexagonal Holland: Artistic-Realistic

(identical to the Right-Left STIFIn), Investigative-Social (identical to Up Down STIFIn), Conventional-Enterprising (identical to the diagonal-Production Organisation STIFIn).

d. D-I-S-C at John Geier and Thomas International is synonymous with S-F-I-T on STIFIn.

e. Kholeris, Flegmatis, Melancolis, and Sanguine same as the S, T, I, and F on STIFIn.

The discovery of a new personality theory can not be separated from previous theories, the basis and foundation for the development of these theories. STIFIn's inventor believes that everything that is inherent in the individual brain hemispheres working there most dominant. The hemispheres of the brain that contribute to the individual completely. The properties of the cerebral hemispheres are then made constitutional body back into harmony with the various functions of the body are genetically inherent in certain types of individuals. Here is a table alignment STIFIn operating system with multiple functions and typologies as well as a variety of old theories that exist today.

Table: Operating System Alignment STIFIn with old theories

Sensing-limbic Left	Cho-leris	Dry	Land	High Excitation-Low Inhibition	Musculer	Spleen	Athletic
Thinking-Neo cortex Left	Phleg-matic	Cold	Metal	Low Excitation – High Inhibition	Celebral	Kidney	Picnic
Intuiting-Neo cortex Right	Melan-cholic	Wet	Wood	Low Excitation – Low Inhibition	Digestive	Liver	Astenic
Feeling-Limbic Right	Sanguis	Hot	Fire	High Excitation – High Inhibition	Respiratory	Heart	Displastic
Instinct-Midbrain	--	Transi-tional	Water	No Excitation And Inhibition	Cyrcular	Cyrcular Organ	Stenic

Other applications are the most effective is when the STIFIn's concept used for the practice of forging themselves with the principles of focus-the-great. The concept of a single intelligence embraced STIFIn better able to explain the reality of the brain in everyday of life. That is the explanation of why the concept of a single intelligence STIFIn embracing more applicable than the concept of Multiple Intelligence (MI) which can be described using a simple metaphor: the leadership of the father in the family. According to the STIFIn everyone has the whole brain, but there is only one leading (according to MI otherwise there are two, three, or four dominant). *"A specialist in the construction of the whole"*, said Daud Joesoef.

In one family consisting of the father-mother-son, father entrusted to the leader's position. If the father forward, then all the family forward. So the concentration of family attention prioritized to the father. The concept of a single intelligence used STIFIn more applicable because the intelligence was dominant (as the father) were able to have a sweet power better. Meanwhile, if according to the concept of family-owned investment MI distributed to all, so that the posture of the investment in the family polarized. Remember that intelligence is weak (metafored like mother - child) does not have a sweet power as the dominant intelligence (metafored like father).

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STIFIn can be used to describe just about any field. STIFIn can be applied to the field of learning, profession, parenting, couple, politics, human resources, and other fields. Why couples are not in harmony? Why would a politician can win / lose in the event of the election? We can wear STIFin as a

knife to dissect these two questions. STIFIn have discussed other areas which are thematic. When other concepts are still struggling on common problems, STIFIn already far ahead with setting up training for specific problems.

Machine Intelligence and Personality Genetic STIFIn

The concept is built berdasarkaan STIFIn previous theories are experts in their respective fields was elaborated. There are three terori that become the foundation STIFIn concept, namely: (1) Theory of Basic Functions of pioneering psychology analytic nationals Swiss Carl Gustav Jung who said that there are four basic functions of human being that is the function of sensing (Sensing), the function of thinking (Thinking), the function of feeling (Feeling), and the function of intuition (Intuition). Of the four basic functions, only one of which there are dominant; (2) Theory of Brain Hemisphere of a neuroscientist Ned Hermann that divides the brain into four quadrants that limbic left and right as well as left and right cerebral; (3) The Triune Brain Level Theory (three heads fused) from another an American neuroscientist Paul MacLean that divides the human brain based on the results of its evolution: the human brain, mammals, and reptiles.

Above all, it should be underlined, the STIFIn's concept is not just a change of 3 boxes (MacLean) into 4 squares (Jung and Hermann) then add the 5th box to be STIFIn. If it's just the way it is, STIFIn no more than just a summary and stop there. The fact that STIFIn could explain a lot of things, prove that this concept has new things the synthesis. STIFIn have the following things:

(1) The theory of crosses as superior and inferior in one package. This theory explains the existence of cross-connections between machines with S - I and T - F which each have properties superior and inferior, namely: (a) at Sensing - Intuiting where Sensing superior (100%), and Intuiting inferior (20%), while Thinking (40%), and Feeling (40%); (b) at Thinking - Feeling where Thinking superior (100%), and Feeling inferior (20%), while Sensing (40%), and Intuiting (40%); (c) Especially for Instinct, an overall generalist at MK intersecting respectively Sensing (50%), Thinking (50%), Intuiting (50%), and Feeling (50%). While Instinct itself is 100%.

(2) The theory of equations slices (between polar differences on the quadrant and diagonal). Although there are differences in each intelligence machine, STIFIn confirms that there are similarities in the nature overlapping each other, such as: (a) Thinking – Intuiting have in common incision in investigative work

(research and investigation on something) and analysis. In addition, both of MK is so prominent as drafter and implementing the concept of the formulation. (b) Sensing – Feeling intersecting the same in terms of dealing with others (social relationship). Sensing is very strong in dealing and interacting with others, while Feeling also very prominent in friendship, fellowship with others. (c) Thinking – Sensing equally fond of order, procedural and have physical endurance than the other MK (Intuiting, Feeling and Instinct). (d) Intuiting – Feeling, both stand out in terms of artistic ideas and thinking from global to detail. (e) Sensing – Intuiting, has its suitability in terms of producing a product. Both are also very suitable as an element of top management, or as a commissioner of the company. If these are the companies would be mutually reinforcing as one of the elements above. (f) Feeling – Thinking, be compatible in the areas of organizational management. When both are in the organization where they both manage it will be very good and work effectively as a team.

(3) The theory of social relations in terms of five logical and unique (STIFIn's Circulation Theory). STIFIn also outlines the relationship between MK as a form of social interaction, in the two conditions, namely (a) the relationship of mutual support, and (b) a relationship of mutual conquer.

a. Mutually supportive relationship shown in circulation, such as a chart:
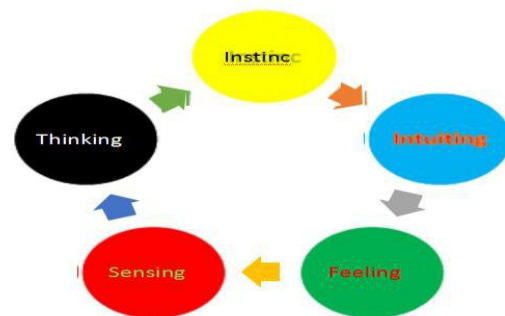
b. Mutual relationship conquer, like a chart:
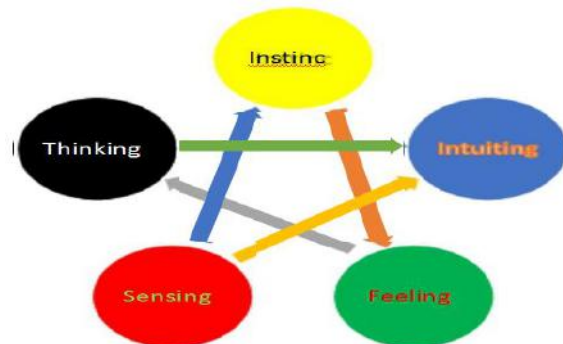
(4) The theory of the alignment of the body's metabolism by intelligence machine (MK) on described in the alignment of the MK with the metabolism of each element of MK, namely: (a) Sensing – organs of the digestive system (stomach); (b) Thinking – organ excretory system (kidneys); (c) Intuiting – the synthesis system organ (heart / liver) and nervous system; (d) Feeling – organic respiration system / respiratory; and (e) Instinct – organs of circulatory system and the center of balance.

(5) The theory of calibration based on intelligence machine. STIFIn reveal how each machine intelligence to detach from the pressure and get back in the best condition. Here is each calibration at every intelligence machine

MK	Calibration
S – Sensing	Walking out or hang out
T – Thinking	Animal care or gardening
I – Intuiting	Sleep
F – Feeling	Talking to the people
In – Instinct	Visiting to friends

(6) The theory of genetics aligned (Personality Genetic). Based on intelligence and machine intelligence drives before, then STIFIn genetic grouping of personality or intelligence into nine groups: (a) Si - Sensing introvert; (b) Se - Sensing extrovert; (c) Ti - Thinking introvert; (d) Te - Thinking extrovert; (e) Ii - Intuiting introvert; (f) Ie - Intuiting extrovert; (g) Fi - Feeling introvert; (h) Fe - Feeling extrovert; (i) In - Instinct.

(7) The theory of genetic level. The concept of dividing STIFIn to rank the human genetic sequence. Here is the sequence geneticist level from the highest to the lower, namely: (a) Gender; (b) Intelligence Machine; (c) Drive of intelligence; (d) The capacity of the hardware; and (e) Blood group.

Later in life, may appear many other theories, just to show how universal of STIFIn's concepts. This is arguably PaluGada theory, "everything you need, and I have it!".

Education and Character Development

The concept STIFIn besides known SIMPLE, ACCURATE and APPLICATIVE. Said to be 'applicable" because these concepts can be applied in various fields, including in character education for students. Because that is the subject on character education is the student, and that character education to be effective it must be done at home and school. There is the need of cooperation between the school (teachers) and home (parents) in implementing the education and character development. But before described further, below are 18 kinds of character education that is listed in the National Curriculum.

1. Religious	10. National Spirit
2. Honest	11. Love homeland
3. Tolerance	12. Rewarding achievements
4. Discipline	13. Friendly/ communicative
5. Hard work	14. Love peace
6. Creative	15. Like to read
7. Independent	16. Environmental care
8. Democratic	17. Social care
9. Curiousity	18. Responsible

Source: Pusat Kurikulum Balitbang Kemendiknas

1. Effective Relationship Patterns

As has been explained earlier that the STIFIn's concept there are patterns of social relations (Theory of Circulation) where there is a relationship of mutual support and mutual conquered on each intelligence machine can be explained as follows:

(a) Relations of MUTUAL SUPPORT
This relationship is thinking about a principles:
1) Sensing support Thinking, Thinking support Instinct, Instinct supports Intuiting, Intuiting support Feeling, and Feeling supports Sensing.
2) This relationship is mutually reinforcing each other.
3) The MK supporting a teacher or coach is ideal for the MK-supported, so that in any interaction undertaken by the MK which supported the result of the learning process of the MK in its favor. For example, Sensing support to Thinking in the teaching of one of the characters: DISCIPLINE. Thinking is because the type of people who are strong in logical thinking, and Sensing strong in the things that are visible, then the type of character support in educating Thinking by presenting real data to be material thinking. Sensing mode also reinforce the verbal uses, for example: "Try to think about why people in this picture could live hard and looked poor?". The word 'think' that's the key to get into the type of Thinking whose access to the mind / logic. So it went on in the communication process can be carried out by the MK which supports in particular. Here is a table of keywords as entry into each type.

(b) Relations of MUTUAL CONQUERI
While conquering the mutual relationship has principles:
(1) Where has the intelligence machine was Feeling conquered Thinking, Thinking conquered Intuiting, Intuiting conquered Sensing, Sensing conquered Instinct, and Instinct conquered Feeling.
(2) In this connection the MK conquer

positioned like a mentor or supervisor who continue to give instructions and orders to be implemented by the mentored (mentee). Thus, in the pattern of this relationship can be like a superior - subordinate.

After knowing the pattern of the above relationship, the question arises: *"whether the process of interaction-communication above can take place without knowing each authenticity yourself?"*. The answer could be, but will not be effective, because the process will be many obstacles (refusal) of the students. Would be different if all the elements involved in education know the personality of each character (personality genetic) respectively as the concept STIFIn charted type in the pattern of relationships.

Indeed, the pattern of the above relation giving birth are certain conditions that have a correlation relationship with the concept of education from Ki Hajar Devantoro was that *"Ing ngarso sung tulodo"* (ASAH Principles), *"Ing madyo Mangun Karso"* (ASIH Principles), and *"Tut wuri Handayani"* (ASUH Principles). The location of the relationship is:

ASAH (Sharpen) Principles. This principle occurs if MK of teacher / parent conquered or supported MK students. In this condition, teachers and parents should lead character formation of students by providing concrete examples with the actions / deeds by acting as a mentor.

ASIH (Friendship) Principles. This principle exists if MK of teacher / parent together with MK students. In this condition, teachers and parents become friends, partners for students to jointly implement certain characters.

ASUH (Follow) Principles. This principle when MK of teacher / parent support or conquered to students's MK. In this condition, teachers and parents should be the coach who supports the student.

	sensing	thinking	intuiting	feeling	instinct
Entry accessable	Matter	Logical	Idea	Feels	Situastional
Basic Characters	Discipline, hard work	independen, democratic	Creative, Curiosity	Social Care, Friendly	Love peace, environment Care
Keyword	"Look it that..."	"Just think."	"Imagine this.."	"Feel it."	"Hurry up!"
Method	Demonstrate Methods	Case studies	Field observations	live demo	could use one
Role Play	The Generous	Thinker	Creator	Prtector	Heplper

Character Education in Schools

By basing the relationship patterns above, the process of character education in schools will be more dynamic because of the number and variety is much more diverse. Patterns of

interaction - communication between teachers and students in the school can be described as the following table.

Students / Teachers	Sensing	Thinking	Intuiting	Feeling	Instinct
Sensing	Sharpen discipline	Communicative attitude	Coaching hard work	Milling patriotism	Coaching hard work
Thinking	Demonstrate honesty	Independent attitude Sharpen	Familiarize appreciate achievements	Cultivate the spirit of nationalism	Coaching attitude of responsibility
Intuiting	Make a picture story of the attitude of defending the country	Guiding democratic attitudes	Sharpen creative attitude	Fostering tolerance	Milling curiosity
Feeling	Reading habit Train	Caring attitude of social	Responsibility attitude	Sharpen empathetic	parenting attitudes environmental care
Instinct	Generous attitude	Milling attitude of honesty	Train honest	Sharpen religious attitude	the attitude of peace

Character education in the family

Aligning with that has been done in the school, then the pattern of character education at home must also follow the pattern described earlier relationship. However, the communication process is much more intensified, given that there are blood relations in the family that allows the teaching process is done in an atmosphere of familiarity character compassionate. For ease of understanding on the implementation of character education can be explained as the following table:
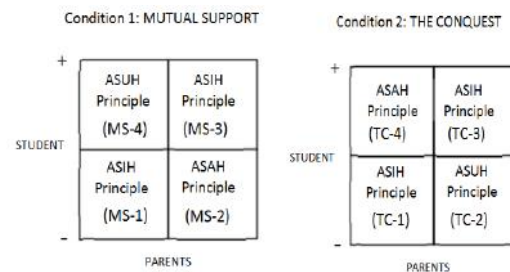
From the chart above, the condition 1 (supports) that in quadrants 1 and 3 (CS-1 and CS-3) using the principle ASIH. But the difference between CS-1 and CS-3 is on how the parents in the CS-1 in addition to teaching character must also provide encouragement, as the CS-1's low support parents and students. While the CS-3 also uses the principle of ASIH where each parent and student alike mutually supportive despite having a similarity of intelligence machine (MK).

In MS-2 parents should use ASAH principles to students because students`s MK dominant supportive parents's MK. Instead, the MS-4 parents used ASUH principles because parents's MK supporting students's MK.

As for the second condition (the conquest) that the 1 and 3 as condition 1 above using the principle ASIH parents have a similar MK.

However, the CC-1 parent must add to motivate students. Likewise the CC-3 where there are similarities MK but the parents as well as students that are in better condition motivation. While the CC-2 performed ASUH principles (in contrast to the conditions 2) and CC-4 with the ASAH principles.

Through this pattern recognition as well as to understand the patterns of correlation STIFIn will facilitate parents in guiding the character education in the home, especially in the interaction - communication. So that the character education at home can also be effective.

CONCLUTION

From the above it can be concluded: (a) Character education will be effective once the process of interaction and communication are also effective. To facilitate the process of communication and interaction, each party (the teachers – parents – students) must recognize (authenticity) himself and others. One way to identify yourself is the STIFIn's method; (b) Character education should be done at school and at home on an ongoing basis with the full involvement of teachers and parents working together; (c) That the character education will be effective if the actors involved (teachers, students and parents) knowing each other genetic personality (PG) respectively; (d) Differences in intelligence machine (MK) and PG will determine how the application of learning the right character.

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PERSPECTIVES OF PANCASILA:
LEADERSHIP EDUCATION'S VALUES AND ETHICS

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ABSTRACT

Pancasila as the foundations of the country and life philosophy of the nation had become the reference of universal values and ethics of life. Education leadership must use the values and ethics in Pancasila as reference. Leading with values means leading with heart. Leading with ethics means leading with humanity morals. Leadership without values and ethics makes a mere authoritarian leadership. A value in leadership emphasizes to a personal character ownership, social, or intellectual which differentiate a leader and not a leader. A good leadership comes from leadership a function that follows ethics principals. Ethics in leadership is a necessity to push a sustainable value. Pancasila as the life philosophy of Indonesia nation consist of five pillars with consist of: (1) transcendence; (2) humanization; (3) diversity; (4) liberation; and (5) justice.

Keywords: perspectives of pancasila, education leadership, values of leadership, ethics of leadership

Pancasila is the core of the character Indonesian nation. Pancasila can be referred to as the reduction of the values Indonesian life. Pancasila is the basic norms and the Indonesian state. Pancasila is a concept and ideals of the nation of Indonesia. Sukarno (1989:64) suggests the flow of history shows clearly that all nations need a conception and ideals, if they do not have it or if conception and ideals became blurred and worn, then the nation is in danger. The importance of ideals and morality as the foundation for the greatness of the nation, reinforced by Gardner who believes no nation can achieve greatness unless it believes in something, and unless that something has moral dimensions to sustain a great civilization (Latif, 2011:42). No nation can achieve greatness unless the people believe something, and something he believes it has a moral dimension to sustain the great civilization.

Pancasila is the philosophy of the Indonesian nation. The values contained in Pancasila guidance in the life of society, nation, and state. The core principles of Pancasila became the norm and the benchmark for state activities, communities, and individuals. Human action is moral (ethical) or has a value of ethics, if they meet the benchmarks Pancasila. Gunawan (2012:75) states that the values of Pancasila used as parameters the behavior of government, communities, and individuals. Pancasila has a clear and unequivocal position. If pay attention to these things, then it is proper organization of education and learning also refers to the values of Pancasila. Educational leadership was also duly refers to the values of Pancasila.

So the foundation of educational leadership established, developed, and implemented based on the values of Pancasila. Leadership education has a crucial role in the governance and organization of education. Things that characterizes and also distinguishing between the concepts of educational leadership to leadership in other areas is that the essence of leadership education is to educate. This was confirmed by Gunawan (2015:304) states that educational leadership is basically similar to leadership in other areas, namely the attempt to influence others, but the difference is the field of work and its purpose.

Educational leadership is done at educational institutions, with the aim of affecting all citizens of school duties and his job properly and correctly in accordance with the responsibilities of each, in order to achieve the educational goals that have been set effectively and efficiently, and ultimately aims to develop all potential owned by learners. Educational leadership is based on Pancasila means an education leaders attempt to internalize the values of education in performing the functions a leader in educational institutions, in order to influence his subordinates to work in educational organizations effectively and efficiently. And thus will materialize educational leadership based on the leadership of Pancasila.

DISCUSSION
The Leadership of Pancasila in Education

If pay attention to the development of national life today, the more easily the ideologies of others into Indonesia, hence the need for efforts to unearth Pancasila systematically, systemic, comprehensive, and continuous in every facet of society, nation, and state. Pancasila as the

philosophical basis of the Indonesian state in essence is a value that is systematic. The values of Pancasila is an ideal formula, is das sollen and ideals that must be implemented in the life of society, nation, and state. Pancasila is final commitment of the Indonesian nation. Pancasila is no comparison in the world. Pancasila as the basic philosophy, according to Kaelan (2000:98) principles of Pancasila is a system that is a whole round, hierarchical, and systematic, the five precepts and not separated but have the meaning which is the whole value system.

Husodo (2010:11) states revitalize Pancasila should emphasize the ideological orientation which embodies rapid progress, a leading nation in various fields with high welfare and unity of the entire people of Indonesia steady. Revitalization of Pancasila as the manifestation of national identity, in turn, should be directed also to the development and moral development, so that Pancasila morality can be the basis and direction in an attempt to overcome the crisis and disintegration are likely to have been touched to all facets and aspects of life.

The role of education in reactivate or activate the values of Pancasila amid global challenge becomes crucial implemented. Efforts to unearth Pancasila in order to decrease the difference between das sein and das sollen should be done on a massive scale. Educational institutions have a legal responsibility and social responsibility and moral responsibility in the ground the Pancasila. This is confirmed in Constitution Number 20 of 2003 on National Education System (*Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional*) stated national education is education that is based on Pancasila and The Constitution of the Republic of Indonesia Year 1945 is rooted in religious values, national culture of Indonesia, and responsive to the changing demands of the times.

The principal as leader of his school has a responsibility to apply the values contained in the five principles of Pancasila. The values of Pancasila became a reference and guide a school principal in leading the school community. The leadership of principal refers to the five principles of Pancasila. The principal became a model in implementing the noble values of Pancasila. Educational institutions as a social institution is a vehicle that is right for all citizens of the schools in the study and passes the noble values of Pancasila. Gunawan (2015:305) argues that the working attitude of a school principal gives an idea of the personality

to develop leadership that is run by the principal concerned.

The theory of leadership has now grown to appreciate life values and humanity (Widdah, et al., 2012:78). Pancasila is a source of value spring water always flows in order to provide coolness to all citizens of the nation in solving the problems of society, nation and state. Pancasila became the source of the value of the character and behavior of principal in implementation the leadership of Pancasila. The leadership of principal, which is based on Pancasila is an attempt appreciation and practice of the values of Pancasila in leading his school. Pancasila became the code of conduct and being all members of the school. Pancasila has a clear and unequivocal position.

Values and Ethics Education Leadership in Perspective Pancasila

When referring to the five principles of Pancasila, then according to Gunawan (2012:74) Pancasila as the core character of the Indonesian nation, containing the five pillars of character, namely: (1) transcendence, aware that human beings are creatures of God Almighty. From Him will bring sheer devotion to God. This awareness also means understanding the existence and nature around so that they can prosper; (2) humanization, every human being is essentially equal in front of God except piety and knowledge that sets it apart, man was created as a subject that has potential; (3) the diversity, awareness there will be many differences in the world, however, able to take similarity to cultivate strength; (4) liberation, the liberation of the persecution of their fellow human beings, therefore, not justified their colonization of man by man; and (5) justice, is the key to prosperity, justice does not mean the same, but proportionally.

Principal in displaying the nature of leadership refers to the character values contained in the five principles of Pancasila. The nature, behavior, and action principals reflect the five principles of Pancasila. The school principal before talking, acting, delivering orders, give advice, and to make school policies should think in advance whether in accordance with the values contained in the five principles of Pancasila. Provision of education and learning should also refer to the principles of exemplary, moral, and ethical corresponding philosophy of life of the nation based on Pancasila. Because according to the Lemhannas (2009) through the expected birth of educational quality of human resources has a moral and individual accountability, social, institutional, and globally that will usher into Indonesian independent, advanced, just, and prosperous.

Good school leadership is to be able to explore the values of life, especially the life values

of Pancasila. This is confirmed by Nugroho (2011) which states that the character of good leadership is able to explore the values of noble culture, especially the values of philosophy, whether it's a philosophy of life and philosophy of religion. Leadership is based on Pancasila education seeks to embody and internalize the principles of Pancasila which are translated into grains of Pancasila.

This is confirmed in TAP MPR No. II/MPR/1978 on Guidelines The Pancasila (Ekaprasetya Pancakarsa) of article 4 which states Guidelines The Pancasila is a guide and a handle on life in community life of nation and state for every citizen of Indonesia, each organizer state as well as any institutions of state and social institutions, both central and local levels and carried unanimously and intact. The values and norms contained in the Guidelines the Pancasila (Ekaprasetya Pancakarsa) based TAP MPR No. II/MPR/1978 on Guidelines the Pancasila (Ekaprasetya Pancakarsa) includes 36 items, namely:

1. *Sila Ketuhanan Yang Maha Esa* **(Believe in the One Supreme God)**
   Elaborated menjadai 4 items, namely: (1) trust and piety to God Almighty (YME) in accordance with the religion and beliefs of each base according to a just and civilized humanity; (2) mutual respect and cooperate between religions and adherents of different beliefs, so that nurtured harmony; (3) respect freedom of worship according to their religion or belief; and (4) does not impose a religion and belief to others.

2. *Sila Kemanusiaan yang Adil dan Beradab* **(Justice and Civilized Humanity)**
   Translated into 8 points, namely: (1) recognizes the equality, equal rights and equal obligations among men; (2) The mutual love among human beings; (3) develop an attitude of tolerance and *tepo seliro*; (4) not be arbitrarily against others; (5) upholds the values of humanity; (6) likes to do humanitarian activities; (7) brave stand for truth and justice; and (8) the Indonesian nation feels itself as part of the whole human race, because it was developed the attitude of respect and cooperate with other nations.

3. *Sila Persatuan Indonesia* **(The Unity of Indonesia)**
   Translated into five grains, namely: (1) put the unity, the unity, the interests and safety of the nation and country above personal and group interests; (2) are willing to sacrifice for the interests of the nation; (3) love of the homeland and the nation; (4) proud as a nation of Indonesia and the Indonesian water landless;

and (5) promote promiscuity for the sake of unity of the nation's air-Unity in Diversity.

4. *Sila Kerakyatan yang Dipimpin oleh Hikmat Kebijaksanaan dalam Permusyawaratan Perwakilan* **(The Democracy Led by Understanding among Honorable Representatives from the Parliament House)**
   Translated into 7 items, namely: (1) the interests of the state and society; (2) does not impose the will to others; (3) prioritizing consensus in making decisions for the common good; (4) deliberation to reach consensus pervaded by a spirit of brotherhood; (5) in good faith and a sense of responsibility to accept and carry out the decisions of deliberation; (6) consultation done with common sense and conscience in accordance with the sublime; and (7) the decisions taken should be morally accountable to God Almighty, upholding human dignity and the values of truth and justice.

5. *Sila Keadilan bagi Seluruh Rakyat Indonesia* **(Social Justice for All of the People of Indonesia)**
   Translated into 12 items, namely: (1) develop a noble deeds that reflect the attitude and the hospitality and cooperativeness; (2) to be fair; (3) maintain a balance between rights and obligations; (4) respect the rights of others; (5) Like succor to others; (6) away from extortion attitude towards others; (7) not to be wasteful; (8) not luxurious lifestyles; (9) not to do anything that is detrimental to the public interest; (10) likes to work hard; (11) appreciate the work of others; and (12) together to create equitable progress and social justice.

The Model of the Leadership Pancasila in Education

Educational tasks and obligations of developing the potential of learners. In addition, the more important thing is to educate students towards a better and mature. Education mission is to educate the character, manners, and the ethics of learners in public life. Character, manners, and this ethics should be prioritized first, should be internalized in advance to students before he got a lesson. So it is important to instill manners and character ahead of the lesson to the students. This was confirmed by Gunawan (2011:32) states that education should be aware of and develop the potential of diverse learners. Education has the task of developing the human potential to the fullest collected in the physical and spiritual.

The leadership of principal and exemplary teacher in the classroom based on the values of Pancasila became the solution to the growing efforts etiquette and manners to students. Thus the need for the revitalization of the values of Pancasila Pancasila by revitalizing leadership in education. The need for a massive movement, comprehensive, integrated, and continuous by all

walks of life to unearth Pancasila in every joint and activities of social life. Education has a responsibility to continue to strengthen Pancasila as the outlook of the nation. Figure 1 is an illustration of Pancasila leadership models in the field of education.
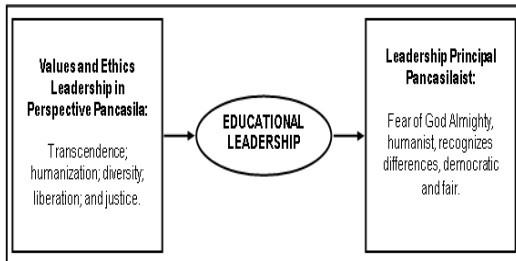
Figure 1 The Model of Leadership Pancasila in Education

Based on Figure 1 can be seen that the values and ethics of leadership in the perspective of Pancasila is transcendence, humanization, diversity, liberation and justice. Fifth values and ethics into the soul of a principal in implementation of educational leadership. The properties which reflect the principal leadership Leadership Pancasila is the fear of God Almighty, humanist, recognizes differences, democratic and fair. If the principal in leading the school to apply the values and ethics of Pancasila, then it can be assumed that the entire school community will participate also apply the values and the ethics. The principal became an example for all member schools. The headmaster became an example for all citizens in school. That will create a school environment that have a culture of Pancasila.

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PESANTREN BASED CHARACTER EDUCATION MANAGEMENT
IN THE FACE OF ASEAN ECONOMIC COMMUNITY

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ABSTRACT

The era of ASEAN Economy Community (AEC) into the opportunities and challenges for ASEAN countries, including Indonesia. Readiness is not just economic, but in all sectors including education. Education contributed in the preparation of qualified human resources who are able to synergize and competition in the arena of life in all sectors. Pesantren as one of the oldest educational in Indonesia who teaches religion and science while preserving and maintaining the core values of Islamic substantive, system of culture and local wisdom as well as the challenges that are more complex in character education due to changes and developments in all areas of life as a result of globalization and AEC. Through religious education, general education, and a life skill based on values religion, morality, nationality, humanity, and Islamic brotherhood, pesantrenwere able to prepare human resource professionals and character and committed to the value of religion, nationalism, humanity, and civilization of the world.

Keywords: pesantren, character education, asean economy community

The launching of the ASEAN Economic Community by December 31, 2015 the doors of economic change for all ASEAN members. The changes not only affect Indonesia's economic system, but also all sectors of life including education (Arifin, 2016c). Education is the key word in any effort to improve the quality of human life, which aims to 'humanize'. Education is essentially the process of maturation quality of life. Focus education is directed to the formation of a superior personality with emphasis on the quality of the maturation process of logic and skill (*fikir*), heart and faith (*dzikir*), physical health (*jisim salim*), and good moral values and social care (*fi'il*) (Arifin, 2016a), Accumulation of this personality hereinafter called character education (Fitri, 2012). To achieve the education of character in the midst of change of the entry into force of the AEC is a challenge for education, including education schools as one of the oldest educational system in Indonesia (Arifin&Slamet, 2010).

Education is one of the most important things to prepare competitive human resources in achieving success in the era of AEC. Education is the main pillar for the advancement of a nation (Briggss, et al, 2012). Under these conditions, education should be a priority for development, without ignoring other sectors. To promote education not only by changing the curriculum and complementary facilities and infrastructure, but also pay attention to the development of Human Resources (HR), which will carry out the study

(Yuwono, 2015). Therefore, to achieve better education in the future, which is a top priority for this is the improvement of human resources (HR) through quality education and evenly distributed throughout the population, and themain thing is to raise awareness for all elements of society and government and the parties concerned to improve itself (Hermino, 2015).

In this regard, the direction of education in Indonesia in the era of the ASEAN Economic Community (AEC) is in need of attention to four issues, namely the mastery of innovation, mastery of networking, mastery of technology, and control of natural resources. Against this, the education in Indonesia should be more emphasis on the ability to increase the fourth progress in Indonesia (Yuwono, 2015).

In this regard, Day, et al (2000); and Tatto (2006) argues that the development of education in a country should be based on a plan the country's national education strategy with regard to the development of existing globalization, as well as the distribution of education in terms of areal acceptable as a national policy that integrates education. More positioned when the Indonesian government and community education providers to consider more specific HR readied the quality in the face of AEC (Arifin, 2016c), because AEC is already running and Indonesia are bound all the provisions contained in it, as a consequence of the agreement ASEAN countries. One of the community's role in the field of education represented *pesantren* that face more severe challenges in the era of AEC, especially in the context of character education, because of the

teachings of the *pesantren* that emphasizes the realm *diniyah* normative and conservative dealing with changes in the economic, political, social, ideological, religious commitment, and cross-cultural behavior ASEAN as a result of the enactment of AEC.

Educational of *pesantren* in equipping the *santri*, pupil, and students with the knowledge, skills, and character appropriate and in accordance with local wisdom and climate of Indonesian, then graduated from the *pesantren* will have the confidence and motivation to develop themselves optimally, compete, creative, and synergistic based on the values uniquely *pesantren* and nationality so it can be supposed that the *pesantren* will make a positive contribution in preparing human resources now and in the future are expected to compete and synergy with other nations globally in the era of the ASEAN Economic Community (AEC).

DISCUSSION
History and Development of AEC

At the time of the establishment of ASEAN in 1967, Indonesia became one of the participating declaratory and are actively involved in it. Each implementation of the Summit (Summit) ASEAN, Indonesia is always present and participate actively following the meeting of ASEAN countries. In October 2003 held the 9th ASEAN Summit in Bali, Indonesia. In the summit began to use the concept of the Declaration of ASEAN Concord II (Bali Concord II). The summit agreed on the establishment of AEC (ASEAN Economic Community) that aims to create a single market and production base in ASEAN. In the environment of the ASEAN countries will take place the free flow of goods, services, investment, skilled human resources and the transfer of capital goods (Arifin, 2016c). AEC is one of the pillars of the ASEAN Vision embodiment, together with the ASEAN Economic Community (AEC), ASEAN Security Community (ASC) and the ASEAN Socio-cultural Community (ASCC). AEC meant to be the ultimate goal of economic, as already announced in the ASEAN Vision 2020. The move to strengthen the framework of AEC rolling in 2006 include the formulation of the blueprint that contains the target and the time of delivery of AEC clearly. Weigh the benefits and interests of ASEAN to face global competitiveness was decided to speed up the establishment of the AEC from 2020 to 2015 (12th ASEAN Summit, January 2007).

In 2012, hosted the 12th ASEAN Summit in Cebu. The meeting resulted in the Declaration on the acceleration of the establishment of an ASEAN Community by 2015. Based on the Cebu Declaration, implementation of the AEC that should be implemented in 2020 accelerated in 2015. Right at the date of December 31, 2015, AEC is applied, Earlier, on October 27 2015, President JokoWidodo has also approved the Indonesia-US cooperation in the Trans Pacific Partnership (TPP) as an Asia-Pacific free trade (Arifin, 2015; 2016b; Yuwono, 2015).

Achievement of AEC through the creation of a single market and production base unity, shown as an effort to expand through regional integration to achieve optimal economies of scale.The steps of the integration (process of liberalization and the strengthening of internal ASEAN) to achieve competitiveness strategy that is tough and on the other hand will contribute positively to society as a whole and individual ASEAN member states. AEC also made the formation of ASEAN's position is getting stronger in the face of international negotiations (Winantyo in Yuwono, 2015).

One important component in the ASEAN Economic Community (AEC) in respect of an ASEAN Framework Agreement on Trade in Services (AFAS), where this deal ultimately leads to expansion of the continuous commitment of services towards the free flow started in 2016 with the flexible include a liberalization of business services, professional services, construction, distribution, education, environmental services, health services, maritime transport, telecommunications, and tourism. One of the targets AFAS is to provide recognition of education or experience, the requirements, the license or certificate, called Mutual Recognition Arrangement (MRA). Thus Indonesia faced open competition in terms of competence.

Based on data from the Global Competitiveness Index 2015, Indonesia ranks 37th out of 140 countries. While Singapore ranks 2nd, Malaysia 18th, Thailand 32, Philippines 47, Vietnam 56th, Laos 83rd, Cambodia 90th, and Myanmar is in position 131 (Global Competitiveness Index, 2015). Based on these data concluded that Indonesia's human development index has increased compared to previous years.But still need to work hard to improve the arena of other countries, particularly in ASEAN.Through the blue print of AEC, ASEAN countries have done a variety of development: the construction of trade facilities in the sectors of information, technology, and transportation, the implementation of the ASEAN Single Window in each country, harmonization of policies such as the lack of a standard or certification of products made in ASEAN MRA (Mutual Recognition Arrangement) (Supadi, 2014).

Implementation of the ASEAN Economic Community (AEC) Blueprint 2015 has substantially achieved in, among other things, eliminate tariffs and facilitate trade; advancing the liberalization of trade services; liberalization and facilitate investment; streamlining and harmonization of capital market regulatory framework and platform;

facilitate the mobility of skilled labor; promote the development of a framework in the area of competition policy, consumer protection and intellectual property rights; promote connectivity; narrowing the development gap; and strengthen ASEAN relations with external parties (Blueprint, 2015).

ASEAN Economy Community (AEC) has five pillars, namely: (1) free flow of goods; (2) free flow of service; (3) free flow of investment; (4) free flow of skilled labor; and (5) free flow of capital. Based on the five pillars of the entire AEC members will be heading: (1) single market and production base (current free trade for the goods, services, investment, skilled labor and capital); (2) regional competition policy, action plan, infrastructure development, ICT, energy cooperation, taxation, and the development of SMEs; (3) region of equitable economic development through the development of SMEs and programs of the Initiative for ASEAN Integration (IAI); and (4) the full integration of the global economy (a coherent approach in external economic relations and to encourage participation in the global supply network.

In order to realize economic regions with high competitiveness, it needs some supporting element to achieve it all, these elements are: (1) competition policy, (2) consumer protection, (3) intellectual property rights, (4) infrastructure development, (5) tax and (6) E-commerce. According Supadi (2014) The main purpose of competition is intended to strengthen healthy competition so that doing business will maintain the quality of the product being marketed. In realizing healthy competition, the institution and legislation relating to competition policy have been established in some ASEAN countries, namely Indonesia, Singapore, Thailand, and Viet-Nam.

Character Education

Entering the AEC era in particular is part of the process towards the gate of globalization that presents a variety of challenges and implications in many areas of life. This is especially also have an impact on the education sector as a frontline in human capital investment. Cooperation of ASEAN countries in the frame of the AEC is inevitable, ready or not competition and synergy in the economic and other sectors will be faced by all nations in the world, particularly the nations who are members of ASEAN. Competition and synergy between countries in the context strongly influenced readiness on its human resources. The main task of education in preparing human resources is the transfer of knowledge, transfer

of value, transfer of attitude. Human resources are expected not only reliable and ready to compete and synergy with capital adequate competence but also has a moral and good character.

History notes that since the first human family until the present time, the true morality of a nation is closely related to reciprocation of a civilization. It has provided clear evidence that throughout the ages, many experts, philosophers and sages and religious people say that a society that is civilized, orderly, safe, and prosperous should begin with building factor of moral (positive character) as the main elements (Megawangi, 2009). Moral education is actually as old as education itself, together with the "smart", the moral that much anyway so-called character, morality, value or other term is the basic purpose of education in different countries. That is, the purpose of education leads to the formation of generations of intelligent and virtuous behavior (Lickona, 2004). However, of course the character has a wider meaning than just moral, then the character education is not just related to the true-false alone, but will include a lengthy process of planting a habit of good things continuously in life. It aims to form students who not only have a high understanding (cognitive) alone but also awareness, concern and commitment to apply the virtues in everyday life (Mulyasa, 2011).

Education is essentially not only to print only the learners to be smart but also well behaved. Lickona (2004) mentions that character consists of three interrelated parts that moral knowledge, moral feeling and moral behavior. Good character consists of knowing the good, loving or desiring the good, and acting the good. As the research findings Sumardi (2012) and Purwanti (2014) concerning the education cycle character that implementation of character education is effectively done through conditioning supportive learning environment and allow learners to proceed in the education of whole both spiritually and physically, and can access through the education centers such as educational institutions (schools, madrasas, schools), families, communities and places of worship.

***Pesantren* Education**

The term *Pesantren* in the world of education in Indonesia is always interpreted as a traditional Islamic boarding school (*salafiyah*) and or modern (*khalafiyah*). Although there is no reference or research certain about *pesantren* first established in Indonesia (Daulay, 2007: 21), but a variety of literature review of Islamic education to agreed that *pesantren* is an educational institution of Islam in Indonesia, whose existence became infertile when deployed on a massive scale by WaliSongo in Java (Arifin, 2016b). According to Arifin and Slamet (2010) before Islam arrived in

Indonesia, there has been the education system of the Hindu-Buddhist hostel and dormitory system on padhepokan. When Islam spread massive first by WaliSongo in Java, the education system Hindu-Buddhist hostel adapted and modified live material with Islamic teaching. Madjid (1997) mentions that *pesantren* are educational institutions which indigenous of Indonesia. *Pesantren* is derived from the syllables *santris* with *pe* prefix and suffix *-an* meaningful residence of students (Arifin&Slamet, 2010). The word itself comes from the students *shastri* word derived from Sanskrit which is interpreted as a tutor, one who knows the sacred books of religion (Arifin, 1993; Dhofier, 2011). Pondok*pesantren* is derived from the word "*pondok*" (like cottage) and "*pesantren*" is taken from the Arabic *funduq* which means lodging or boarding. Hence the term "*pesantren*" in the language can be interpreted as a specialty of the *santri* (Arifin, 1993). *Pesantren* education can not be separated from the state religion, until the 19th century, religion was the reason, purpose and content of religious-based education schools (Latif, 2005). Muhaimin (2003: 15) mentions the contents of traditional Islamic education pattern, characterized by: (1) prepare prospective clerics or scholars*(kiai)*, (2) less given the knowledge to face the struggles of life, and (3) the attitude of isolation. However, *pesantren* proved very dynamic and constantly renew itself, it can be viewed from the looks of the model renewal of *pesantren* that are in a position rejecting and imitate. Rejecting means will not follow the logic of the religious thought of the modernists, modeled on making the curriculum and the learning model of the modernists as a reference change in *pesantren* (Azra, 2008)

Abdillah (in Umiarso&Zazin, 2011) mentions four models organization of *pesantren*, namely: (1) *pesantren* which organize formal education by implementing the national curriculum, (2) *pesantren* that organize religious education in the form of madrasas, (3) *pesantren* which only teach science religion in the form of madrasah diniyah, (4) *pesantren* are just a recitation. While Ziemek (in Umiarso&Zazin 2011) divides into five models, namely: (1) Model A, the mosque became the center of activity, (2) Model B, the addition of the cottage, (3) Model C, the madrasah as a symbol of modernization, (4) Model D, their formal school education and additional skills, (5) Model E, type modern*pesantren*.

Specialization public to a wide selection of schools as intended, it can be seen from the *pesantren*statistics as reported Hakim (in Abubakar, 2014) that the number of *pesantren* in Indonesia until the year 2013 as many as 27 230 *pesantren* scattered throughout Indonesia. This amount consists of as many as 14 459 *salafiyahpesantren*, as many as 7,727 modern *pesantren* and boarding combination of modern salafi and as many as 5,044 schools. Divided into three types, (1) 53.10% some 14 459 *pesantren* are *salafiyahpesantren*, (2) 23.38% 7,727 number-trend boarding a message *khalaf* (modern), and (3) 18.52% 5.044 number of *pesantren* are combination*pesantren.*

Role of *Pesantren* in Character Education

Pesantren as an Islamic-based education institutions in the face of globalization and the AEC has made changes, adaptation and preparation flow naturally. One aspect of education is very strong run *pesantren* is character education. Some research on character education in schools has been done by researchers. Best Practice for character education system in *pesantren* one of which can be realized by PondokPesantren Modern Gontor. The New York Times (2/10/2016) to lower the article entitled "In Indonesia, Madrassas of Moderation", who appreciate PondokPesantren Modern Gontor as *pesantren* alumni are becoming important and influential people in Indonesia. Posts Fuadie (http://nasional.kompas.com/read/2016/09/29), Writer *Novel Negeri 5 Menara* is also one of the portraits of alumni Gontor successful, wrote in one of his writings on Kompas mentioned that students of *pesantren* in middle and high school age do not go home, but sleep, eat, study and live in a *pesantren*, under the guidance of teachers and *kiai*who also lived there. They learn to be independent, take care of yourself, from washing clothes, dining set, to set up a schedule of learning. One of the leaders Gontor, KH Hasan Abdullah Sahal, said, this is the total education. Gontor believe what is seen, heard and felt in the cabin is education. Thus, the learning activities in the classroom, which runs six hours a day, only a small part of the educational process itself.Planting more code running outside the classroom, in the hostel, in extracurricular activities, and in the interaction of students with *kiai*, teachers, and their friends from various tribes and nations. Thousands of students Gontor are coming from all provinces in Indonesia and foreign countries, such as Australia, Singapore, until the United States. Planting these characters are designed in a planned and guided by a resolute discipline enforcement and the obvious consequences. Character of children treated each time by *kiai* and teacher who also serves as a role model (*uswatunhasanah*).

In the management of character education, *pesantren* gait proved well able to present a positive and effective contribution. Research

conducted Hermansyah (2009), Zuhry (2011), Sumardi (2012), Izfanna and Hisham (2012), Ghani (2012), Nuryadin (2014), Purwanti (2014), and Muklasin (2016) found the management of education characters at Islamic boarding school contains loads of value investment process, integrated character, which includes a series of capacity-building process, the ability and skills to students in various fields as a preparation for life and answer the national challenges, globalization and the AEC. The results of this study can be seen in Table 1 below

Table 1. Character Education Research in Pesantren

Researcher and Title	Research findings
Hermasyah (2009) Pondok*Pesantren* and challenges of globalization (Pondok*Pesantren* Efforts Musthafawiyyah New Primitive North Sumatra to Defend Traditional System)	Globalization does not give effect to the territory of theology at *Pesantren* community Musthafawiyyah New Primitive North Sumatra, but the effect on the life style of students, educators, institutions, methods, and evaluation. Pupils are affected introduced in the form of global media language laboratory and internet, as well as equipping the science in agriculture. The style of charismatic leadership first-paternalistic, as part of a global leadership issues which tend to shift to a democratic style. While the purpose of schools has now been sought to be strengthened in print cadre of *ulama'*, *tafaqquh fi al-din*, the values of Islam, traditionalism, and the establishment of the yellow book learning.
	Other findings are also quite interesting is the effort made by the Pondok Pesantren Musthafawiyyah New Primitive North Sumatra in warding off the onset of polarization in different geographical scale as a result of the communication network and global cultural products as well as maintaining the traditional values of Islam in traditional schools. Policies pursued by, among others, by affirming the values of tradition and substantive Islam through learning with the yellow book, the preservation of residence students at the
	pesantren, develop science paradigm holistically and not a dichotomy of religious knowledge and the public, as well as providing educational facilities and skills that modern.
Zuhriy (2011) *Pesantren* Culture and Character Education at *Pesantren* in *PondokPesantren* SalafIhyaulUlum Islamic Boarding GilangBabat and LangitanWidangT uban	Found two aspects. The first *pesantren* as a subculture has three core components, namely leadership *kiai* who are independent, are not co-opted by the government, the books references recitation came from the classics and the last has a value particular system developed from the studies of the books of classical Islam (yellow book). The component has moved in line with the dynamics of *pesantren* to form its own culture. Among the *pesantren* that developed culture is a culture of discipline, self-contained culture, the culture was clean and tidy, and the culture of environmental care. These cultures are formed as a result of habits which is constructed by boarding students as character education. Second, the factors that support the success of character education in *pesantren* there are three things, namely (1) providing a kiai model; (2) the intensity of the interaction of the characters continuously conducted both among *santris*, administrators with *santris*, and caregivers with *santris*; (3) the rules and regulations in the form of Regulation Santri used to protect the cottage policies, policies on the basis of elaboration of *kersodalem* (the will) *kiai* and vision and mission *Pesantren*
Sumardi (2012) Images of Character Education at Pondok PesantrenSalafiah	This study found four aspects of character education in *pesantren salafiah*. First, character education and best practice are created in the right situation with the philosophy of life of the *santri*. Second, character education is taught using learning patterns exemplary rather than in the classroom. Third, character education must be implemented in everyday life for the *santri* studying in a *pesantren*

	educational environment conducive and supportive. Fourth, character education and best practice are not only oriented to the *duniawi*, but more on *ukhrowi* meaning, the meaning of life and taqorub to God. .
Izfanna&Hisyam (2012) "A Comprehensive Approach in Developing *Akhlaq* a Case Study on the Implementation of Character Education at *PondokPesantren* Darunnajah"	The findings of this study indicate that the Pondok*Pesantren*Darunnajah adopt a comprehensive approach to character education that is placed on the values of Islam as the main philosophy. The majority of teachers and students reported that *Pesantren*Darunnajah educate and develop the character of students to impart knowledge, creating conditions that support or the environment, and provide opportunities for students to practice and work .
Ghani (2013) *PondokPesantren* role in the Young Building Character and Its Implication Personal Security (Studies in *PondokPesantren*J amiyyahIslamiyah Ceger Canyons Village East Mangu Sub PondokAren South Tangerang City, Banten Province)	The findings from this study that (1) the role of *pesantren* in building the character of the young generation in order to support the resilience of private students is not maximized, (2) on the other hand the role of *Pesantren* in building the character of the young generation is proven to support the resilience of private *santri*, (3) the implementation of the building the character of the younger generation to support the resilience of private *santri*, is running as it should, (4) the character education conducted optimally through the cooperation of all elements of education, and (5) *santris* have the resilience resilient in the face of threats that come from within and from outside itself, and resilience *pesantren* can be realized.
Nuryadin (2014) Multicultural education at Pondok Pesantren Karya Pembangunan PurukCahuMurun g Raya Regency	The study found that the development of multicultural education at *pesantren* is an important part of character education. Implementation of multicultural education oriented to the formation of tolerant character where the learning materials for the students load the coaching

	process to think broadly and openly, and not get stuck in the thinking and behavior of the radical. This study also found that the values of democracy, tolerance, humanism, human rights and the value of an inclusive education system at Pondok Pesantren Karya Pembangunan PurukCahuMurung Raya Regency
Purwanti (2014) *Pondok Pesantren*Based Character Education Implementation in Islamic Religious Education Learning at SMP Ali Maksum - Yogyakarta	This study found that implementation of character education-based *pondok pesantren* conducted continuously throughout the 24 hours (all day education) in a conducive environment. Islamic Education Teachers and counselors dormitories are integrated together inculcate Islamic values in the form character code: religious (through prayer *fardhu* congregation, *sunnah* prayers, *dzikir*, *tasbih*, *tahmid, takbir*, and *tahlil* as many as 33 times, *tadarus* and *sholawat* read and pray before the *asmaul husnah*), discipline, respect and courtesy, responsibility, self-reliance, teamwork, simplicity, cleanliness, creative, fond of reading, curiosity, honest, sincere, open and tolerant.
Muklasin (2016) Pupils Character Education Management (Qualitative Studies in *Pesantren* Bahrul'Ulum Margodadi District of Sumberejo,Tangga mus Regency)	Planning character education *santri* conducted by *kiai*, religious teachers, and administrators related to the determination of the needs, the reason the program, subject and object, time, place, and way of realization of the program. Organizing character education *santri* include workforce management, facilities and infrastructure, as well as the management of tasks and responsibilities of the actors. Coordinating the character education of *santri* is done by consultation with relevant actors. Implementation of character education students performed using *kasbi, tazkiyyah*, models, motivation, rules, and habituation. Rate character education *santri* use assessment report cards,

haliyah, as well as evaluating the community including alumni of the *pesantren*.

Challenges and Opportunities Character Education of *Pesantren* in the Era of AEC

Indicators that are often referred to measure the readiness of the institution and its graduates are the skills, reading and writing, it is also true for *pesantren*. This means that *pesantren* today are faced with a demand to change or adapt in terms of teaching and training systems. The existence of *pesantren* which is considered traditional and conservative as a result of the exclusivity of *pesantren* that are less open to developments there and get stuck in the teaching system that have the character of dialogue and doctrinal, less dialogical emancipatory. However, history proves that the real boarding is very dynamic and very capable to adaptation with age (Geerzt in Arifin&Slamet, 2010). Motion changes and updates have been made by *pesantren* since the arrival of the Dutch in Indonesia, where the *pesantren* wisely can position itself as an educational institution that contributes actively to Indonesia. Engaged in the struggle for independence, continue to run after the independence until today contribute to the development of the nation's intelligence through various lines of non-formal education and formal, from basic to higher education levels (Arifin&Slamet, 2010).

Contributions to the development of the nation's intelligence is demonstrated by many *pesantren* to hold various educational efforts were able to produce graduates who are qualified, not just a candidate of *kiai*, *ustadz*, *mudin* or *ulama* alone, but also prepares human resources intellect. The slogan was developed in *pesantren* to *Ulama* Intellect produce, and Intellectual *Ulama* produce. *Pesantren* movement is reflected in curriculum development in *pesantren* with science payload content of religion (*aqidah*, *akhlak/Sufism, Fiqh, Qur'an-Hadits*) with general knowledge and life skills, such as trade, foreign languages, economy, agriculture, networking, entrepreneurship, ICT and others. Hafidhudin (Republika Daily, 3/02/2015), called *pesantren* such as *pesantren* teaching and behavior, and that schools are ready to compete in the era of AEC. Of course not all *pesantren* antithesis is ready for the AEC. *Pesantren* are classified as not yet ready *pesantren* teaching and behavior

According Koesoema (2013), in *pesantren* education, individuals supplied by a great spiritual power. Then cultural contacts and contacts with a strong community, it can actually be a capital *Pesantren* education system in the face of the challenges of AEC. System of *Pesantren* is very dynamic, which in addition to the power of value-use values of traditional and book drilled with the model memorizing, then spirituality, realized through the practices and the development of language skills of the *santri* in the meaning and oral communications-written in *Pesantren* Modern is a very valuable capital for the *santri* in the face of AEC.

Abubakar (2016) wrote that if the AEC is synonymous with quality and competition, while boarding synonymous with sim plicity and familiarity are filled with the main characters as a simple, self-reliance, mutual help spirit, discipline , or *pesantren* character Gontor called Zarkasyi (2015) based PancaJiwa (five of soul) namely: (1) sincerity, (2) simplicity, (3) independence, (4) *ukhuwahIslamiyah* (Islamic brotherhood) and (5) freedom in determining the field of struggle and life.

All of which have relevance where competition requires human resources resilient, disciplined and willing to continue to learn. This means that the schools were able to take part in the competitive era during *pesantren* run on the corridor characteristics that are loaded with core values of *pesantren*. It also warns that any boarding conditions will be the balancing of the negative effects of the changes while maintaining the traditional-classic heritage which is the identifier of substantive value, culture and local knowledge systems of each schools. Balance is taken boarding of *qoidahushul* namely *muhafadhah 'alaqadiimash-shaalih, walakhdu bi-al jadiid al-ashlah* means maintaining the old values are still good while reaching new values are better. This is innovation and innovation diffusion of *Pesantren* style, or called by Abubakar (2016) as the core-values of the current *pesantren* that made timeless by the changing times.

From the foregoing it can be understood that the management of *pesantren*-based character education in the era of the AEC is to integrate the core values of *pesantren* with adaptation, change, quality, competitiveness, and synergy of growing globalization and AEC contained in Figure 1 below.

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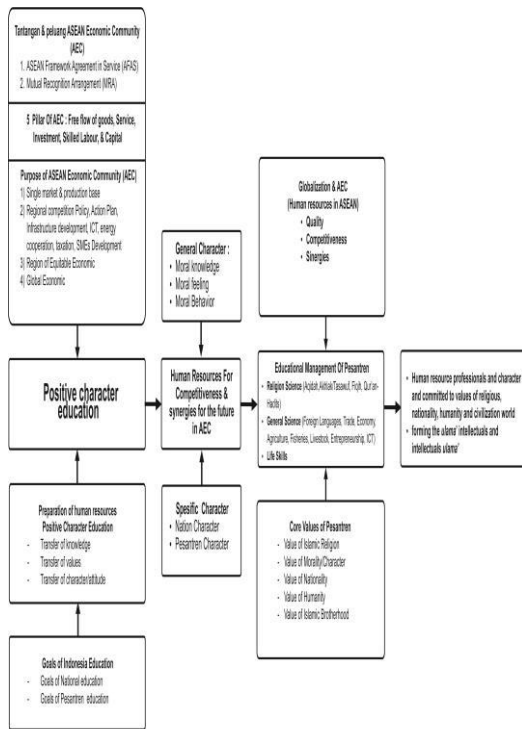
Figure 1. Pesantren-based Character Education Management face the AEC Era

CONCLUSION

AEC era with all the dynamics of the opportunities and challenges for all dimensions of life of the Indonesian people at this time is a necessity. In the meantime, there is one education system in Indonesia named *pesantren* with dormitories and implemented the system all day education that has been able to bring an answer to the needs of educational models that can build character in confront challenges of globalization and the AEC. *Pesantren* are ready to face the challenges of the AEC is a *pesantren* that not only teach the books of classical Islamic or yellow book, but also science and technology in accordance with the demands and changing times with character education spiritual and nationality in order to identity of Indonesia did not share eroded in change and the development of the world

Ability *pesantren* as an educational institution indigenous Indonesian to adapt as well to survive in the dynamics of globalization and the era of AEC lies in gait schools in the development of three aspects: education based on religion, general science, and life skill by keeping the core values of substantive, system culture and local wisdom that forms identity and character of each *pesantren* graduates to retain character principle-based nationalism, humanism, religious, and world civilization.

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ANALYSIS OF THE USE OF LOCAL GOVERNMENT ACCOUNTING INFORMATION: A TEST FROM THE PERSPECTIVE OF INTERNAL ORGANIZATION AND ROLE OF REGULATION

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ABSTRACT

Research focused to determine the significance of the influence of internal factors (capability of personnel, internal control, compliance tasks, teamwork and work facilities), and the stimulant of external factors such as government regulation to the use of accounting information in the government office (SKPD) of Mataram city. The study design using associative research, with observational data of 156 people. The formation of associative models using moderating regression analisys, with the first test using the classic assumption and continued with a significance test and the utilization model parameters RMA. The findings in this study proves only the capabilities of personnel who have a significant effect partially, but other internal factors (except teamwork) can have a significant effect partially through stimulants government policies in influencing the government's use of accounting information in SKPD Mataram. The implication of these findings is the central government needs to implement policies for the regulation and the effectiveness of local governments always follow up to make it more operational.

Keywords : Accounting, , internal control, , teamwork, , government regulation

Financial management in public organization is vital, because it can produce different organizational performance. Mahmudi (2007: 6) states the benefits as the basis for the determination and prediction of government financial health, the changes that have and will occur, monitoring the performance, planning and budgeting as well as performance evaluation managerial and organizational (determining the cost of programs, functions and activities, making it easier to compare the criteria predefined and performance units other governments, to evaluate the level of economy, efficiency and effectiveness of operations, programs, activities and certain functions of government, evaluate the results (outcomes) of a program, function and activity as well as effectiveness against objectives and targets as well as to evaluate the level of equity and justice).

Importance of financial statements public organization (government) can also be seen from the attention of the United Nations in providing guidelines, such as the preparation of accounting must be in accordance with the constitution of the country concerned, it can provide information that is accountable and auditable, providing information as the basis for planning and evaluation (Ratna, 2010: 7). The Indonesian government itself give high attention, judging from the continuous revision on the accounting system of government, basing

itself on the last actual system, which was originally based cash. Referring to the government's work in making the regulations, there are early indications that the government regulation as an important thing to be able to create the use of accounting information as a basis for managing and other work in the organization.

Related with the theoretical concept of the use of accounting information, contained a theory of entity, agency theory, stewardship theory, institutional theory, the theory of principal and signal theory (signaling theory). In this study, using the theory of stewardship, with the thought that the agents, managers (the state apparatus, officials of public organizations) do not work for its own sake, but for the benefit of the owners (stakeholders-public). There are some previous research that has researching the use of accounting information, one study Yuliati (2014) with a research subject of SMEs in Mataram. The study classifies government regulation as moderate variable, with the finding that government policy does not provide a stimulant on the internal factors of SMEs in the use of accounting information.

Empirical facts in Mataram there are fundamental issues that are still unresolved, such as unemployment, more than 40.00 per cent of the population was at the level of the poor as well as high economic gap. Other problems in the aspect of city planning, waste management and other aspects. Local Government unit (LG unit) in Mataram still needs to be improved, which is more oriented in

their work using empirical data generated by LG unit financial statements. Associated with this description, researchers interested in conducting studies on the use of accounting information, by looking at the role of internal factors such as the capability of personnel, internal control, compliance tasks, teamwork and work facilities and stimulant from government regulations.

Based on description above, formulation of the problem can be made as follows: (1) Is there any significant influence of internal factors (capability of personnel, internal control, compliance tasks, teamwork and work facilities) on the use of accounting information on local government unit in Mataram? and (2) Is the external factors such as government regulations significantly became stimulants (moderation) on the internal factors to influenced the use of accounting information on local government unit in Mataram?

Based on the formula above problems, this study has the following objectives: (1) To determine the significant influence of internal factors (capability of personnel, internal control, compliance tasks, teamwork and work facilities) on the use of accounting information on education in Mataram, and (2) to determine the significance of stimulants external factors such as government regulations became stimulants (moderation) on the internal factors to influenced the use of accounting information on local government unit in Mataram.

THEORETICAL BASIS
Central and Regional Financial Balance

The working principle of the balance between central and local governments as sub financial system is a consequence of the division of tasks between the central government and local authorities (Article 2, paragraph 1 of Law No. 33 of 2004). The financial division of the central government to local governments related to the assignment with due regard to stability and fiscal balance (article 2, paragraph 2 of Law No. 33 of 2004). Finance countries and regions need to get the settings, where basic settings by recording using a standard general (government accounting system and accounting system of local government).

Reform era has given the real change on the system and its subsequent impact on many aspects, including the financial management elapsed areas. Financial management include "the overall activities of local financial management officer in accordance with the position and authority that includes the preparation, implementation, administration,

reporting, oversight and accountability of regional finance (Halim, 2010:4).

These various changes to the issued new regulations on accounting of local government today is the implementation reforms of financial management. Changes at the top as basis for analyzing the accounting information usefulness.

The focus of this study is related to how the state apparatus utilizing the financial statements produced by each Local government unit. The purposes of financial statements were produced by local government unit is not limited at reporting and accountability only, but how the state apparatus can make it as basic of problem solving and other decision-making.

Government accounting

Halim (2004: 28) identifies the accounting for the private sector known as commercial accounting, accounting for the government in the form of government (public sector accounting) and accounting for social entities in the form of social accounting. The classification by Sugijanto, et al (1995) declared the areas of accounting, the accounting of government (governmental accounting), accounting commercial (commercial accounting) and social accounting (social accounting).

In government accounting, the data used to provide information about the economic and financial transactions of government to the executive, legislative, judicial and community (Halim, 2004: 27).

Stewardship theory - The use of Government Accounting Information

the use of accounting information in Stewardship theory are based on the work of the manager (state officials, officials of public organizations) as stewards for the owners' interests. Implementation of the work in the use of accounting information is not in the interests of the agency, if there are differences of opinion and interests, then there an effort to coordinate. Users of accounting information worked to realize the goals of the organization and as a goal of public organizations directly or indirectly to the welfare of society. Another important point in the Stewardship theory is the state apparatus working to protect the entire wealth of the organization as well as to maximize the wealth (Donaldson & Davis, 1989 in Raharjo, 2007).

public organization that emerged as a central of responsibility fees, revenue and others, then context of optimize the wealth in order to maximization. Meaning of optimization is to maximize the objectives and minimize costs. Stewardship theory is quite complex, it can be seen from the aspects that surrounded. Harnandez (2007)

identifies aspects into outputs Stewardship theory or concept in the form of:

1. Accept personal responsibility from the owner.
2. Perform acts of service balance between attention to stakeholders with their own interests.
3. Perform the actions impartial in serving the interests of internal and external to the organization.

In realizing that work, the Stewardship theory emphasis on the dimensions of an relationship endorsement (fair on employees, concern on employees and respect on employees), the motivating factor (resources, self-determination, efficacy), support for contextual (vision, uniformity and coordination) as well as the moral aspect in the form of moral concern, concern over the risk, authenticity and moral action (Harnandez, 2007).

CONCEPTUAL FRAMEWORK AND DEVELOPMENT HYPOTHESIS

Based on the formulation of the problem, research objectives, and the theoretical foundation, the conceptual framework of the research can be seen in Figure 1.

Figure 1. Conseptual Framework Research
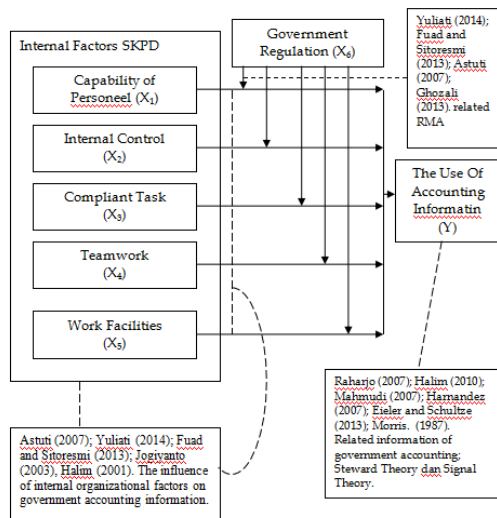
Based on the conceptual framework in Figure 1 above, the development of the hypothesis in this study can be described as follows:

Influence of Capability Personnel against the use of Information Accounting with Government Regulation As moderating variables.

Based on the theoretical study and previous research, can be concluded that the capability of personnel is an important factor

that determines how the use of accounting information of local government. Placement of appropriate human resources will support an increase in the utilization of government accounting information. Hypothesis while that can be drawn is:

H1a: There is a significant influence on the capability of personnel against the use of accounting information on the Local government unit in Mataram.

Based on the theoretical study and previous studies, we can conclude that government regulations may affect the relationship between the capabilities of personnel against the use of accounting information of local government. Government regulation that is likely to change course, it will be difficult for the employees in the proper use of financial information. So capabilities personnel sufficient needed to increase the use of local government financial information. Hypothesis while that can be drawn is:

H1b: There is a significant stimulant of Government Regulation on the capabilities of personnel againts the use of accounting information on the Local government unit in Mataram.

Influence of Internal Control again the Use of Information Accounting with Government Regulation as moderating variables.

Based on the theoretical study and previous studies, we can conclude that internal control is an important factor that determines how the use of accounting information of local government. Adequate internal controls will support an increase in the utilization of government accounting information. Hypothesis while that can be drawn is:

H2a: There is a significant influence of the Internal Control against the use of accounting information on the Local government unit in Mataram.

Based on the theoretical study and previous studies, we can conclude that government regulations may affect the relationship between internal factors with the use of accounting information of local government. Government regulation that is likely to change course requires adequate internal controls to increase the use of local government financial information. Hypothesis while that can be drawn is:

H2b: There is a significant stimulant of Government Regulations on Internal Control against the use of Accounting Information on the Local government unit in Mataram.

Influence of Compliance Task against the use of accounting information with the Government Regulation as moderating variables.

With reference to the theoretical basis and prior studies can be concluded that appropriate tasks can increase the utilization of local

government accounting information. Placement of appropriate personnel between competence with the description of the duties would support an increase in the utilization of government accounting information. Thus, hypotheses while that can be drawn is:

H3a: There is a significant influence of the Compliance Task against the use of accounting information on the Local government unit in Mataram.

Based on the theoretical study and previous studies, we can conclude that government regulations may affect the relationship between internal factors such as the suitability of tasks with the use of local government accounting information. Government regulation that is likely to change should be balanced with duties and responsibilities that correspond to each field that is expected to maximize the use of local government financial information. Hypothesis while that can be drawn is:

H3b: There is a significant stimulant of Government Regulations on Compliance Task against the use of Accounting Information on the Local government unit in Mataram.

Influence of Teamwork against the use of accounting information with the Government Regulation as moderating variables.

Based on the theoretical study and previous research, it can be concluded that teamwork is an important factor that determines how the use of accounting information of local government. Hypothesis while that can be drawn is:

H4a: There is a significant influence of Teamwork against the use of accounting information on the Local government unit in Mataram.

Based on the theoretical study and previous studies, we can conclude that government regulations may affect the relationship between internal factors such as teamwork against the use of accounting information by local governments. Government regulation that is likely to change should be balanced with a solid teamwork which is expected to maximize the use of local government financial information. So hypothesis while that can be drawn is:

H4b: There is a significant stimulant of Government Regulations on Teamwork against the use of Accounting Information on the Local government unit in Mataram.

Influence of Work Facilities against the use of Accounting Information with the Government Regulation as moderating variables.

One of the factors expected to affect the use of financial information is a condition that facilitates. The conditions that facilitate users proven significant positive effect on interest in the use of information systems. This is shown by research conducted Ellyana, et al. (2009) to assess the effect of the conditions that facilitate user to the use of information systems in the government on the island of Madura. The result shows the factors of condition that facilitates significantly influence the interest in the use of information systems.

Based on the theoretical study and previous research, it can be concluded that the condition which facilitates the user can increase the use of local government accounting information. Hypothesis while that can be drawn is:

H5a: There is a significant influence of work facilities against the use of accounting information on the Local government unit in Mataram.

Based on the theoretical study and previous studies, we can conclude that government regulations may affect the relationship between internal factors such as work facilities against the use of accounting information on local governments. Government regulation that is likely to change course requires physical facilities and adequate support so as to maximize the use of local government financial information. Hypothesis while that can be drawn is:

H5b: There is a significant stimulant of Government Regulations on Teamwork against the use of Accounting Information on the Local government unit in Mataram.

METHODS

This type of research is associative research, there is even moderate variable that giving stimulants on the independent variables affect the dependent variable. The study was conducted on all local government unit in Mataram. personnel who serve as respondents are echelon II and III, with the total at 15 local government unit as many as 284 people. Total respondents determined by the formula Slovin with alpha 5.00%, as many as 156 people, then determined the number of samples for each local government unit with proportional random sampling technique. The variables in this study consists of internal factors such as the capability of personnel, internal control, compliance tasks, teamwork and work facilities. Moderate variable is government regulation and the dependent variable is the use of accounting information.

The procedure begins with the analysis of variable measurement, test validity (product moment correlation test scores) point to the total score of each variable and test reliability (Cronbach alpha test). Valid and reliable indicators as the basis for the measurement of each variable and can be analysis by Moderate Regression Analysis (MRA). Stage work continued with the classical assumption, the model building MRA and significance tests. Classic assumption test consisting of normality test (normal distribution model and the residual Kolmogorov-Smirnov test), multi-collinearitas test (test VIF) and hetero-scedasticity test (test Park). RMA models that will be established are:

$$Y=b_0+b_1X_1+b_2X_2+b_3X_3+b_4X_4+b_5X_5+b_6X_1.X_6+b_7X_2.X_6+b_8X_3.X_6+b_9X_4.X_6+b_{10}X_5.X_6+e_i$$

Information:
Y	= The use of accounting information
X_1	= Capability of personeel
X_2	= Internal Control
X_3	= Compliance task
X_4	= Timwork
X_5	= Work Facilities
X_6	= Government regulation
$X_i.X_6$	= Stimulants government regulation on internal factors
b_i	= Regression coefficients
b_0	= Constanta
e_i	= A random variable

TEST RESULT

Normality test found in the Kolmogorov-Smirnov test, the test results indicate that criteria H0 was accepted. The resulting alpha value significance greater than 0.05, so it can be stated that the residual distribution assumption of normality models that qualify are met.

The next assumption is heteroscedasticity test by test Park, it was found that each factor (lnXi) no significant effect on lnei2, so homoscedasticity requirements are met. Model consistency can be guaranteed, in the sense of observation data changes do not significantly alter the resulting model.

At this stage of multicollinearity test, was found at each stage of the testing occurred a few cases each variable has a strong relationship with other variables, are marked with VIF> 10. The results of this test showed that the variables which serve as inputs of the model building will be guaranteed efficiency.

MRA models are produced, as follows:

$$Y=-0,704+0,892X_1+0,202(X_6.X_1)+0,039(X_6.X_2)+0,144(X_6.X_3)+0,034(X_6.X_5)$$

Partial significance test with t test, it was found that the criteria Ha accepted only occur for a variable capability of personnel (X1), stimulants of government regulation on the capability of personnel (X6.X1), stimulant government regulation on internal control (X6.X2), stimulant government regulations on the compliance task (X6.X3) as well as stimulants of government regulation on work facilities (X6.X5).

Concurrent significance test found that the value of F test of significance alpha of 0.000, indicating that all internal factors and the regulatory role of government as a stimulant simultaneous significant effect on the use of accounting information. The resulting final model obtained the R2 value is quite high, because of greater than 0.50. The significance of the R2 value of 0.682 is a variation of the rise and fall use of accounting information in local government unit of Mataram City can be explained by changes in the capabilities of personnel and government regulation to provide a stimulant on the capability of personnel, internal control, compliance tasks and working facilities.

DISCUSSION
Influence of Capability Personnel against the use of Information Accounting with Government Regulation As moderating variables.

The first hypothesis sub a (H1a) in this study is a significant influence on the capabilities of the personnel against the use of accounting information in local government unit of Mataram. This hypothesis is proven, it can be stated right or acceptable, that the condition on education personnel capabilities in Mataram city has a significant effect against the use of accounting information by government's. It can also be stated that changes little on the capabilities of personnel local government unit of Mataram City will provide a real change on the use of accounting information.

The first hypothesis sub b (H1b); affirming that there is a significant stimulant of government regulation of the capabilities of personnel againts the use of accounting information in the government sectors in Mataram city. Results obtained indicates that the criteria are accepted or hypothesis formulated Ha accepted. The results of this study indicate that government regulation is able to strengthen the capabilities of personnel in the government's use of accounting information in Local governments unit of Mataram.

Influence of Internal Control against the Use of Information Accounting with Government Regulation as moderating variables.

The second hypothesis sub a (H2a); there is a significant influence of the internal control againts the use of accounting information in the government sectors in the city of Mataram. Proving the hypothesis shows that the accepted criteria are null hypothesis (H0), means that the hypothesis is built rejected Internal controls run by local government units in Mataram has no significant

effect partially against the use of accounting information government's.

The second hypothesis sub b (H2b); there is a significant stimulant of Government Regulations on Internal Control in the use of government's accounting information on local government unit in Mataram. This hypothesis is accepted, because the partial significance test accepted criteria is Ha.

Influence of Compliance Task against the use of accounting information with the Government Regulation as moderating variables.

The third hypothesis sub a (H3a); significant influence on the compliance task against the use of accounting information in local government unit of Mataram. Significance test produces proof that H0 accepted. This means that internal conditions organizations that provide appropriate positions, did not have a significant influence againts use of accounting information in local government units of Mataram.

The third hypothesis sub b (H3b); there is a significant stimulant of government regulation on the compliance task in the use of accounting information on local government unit of Mataram. Findings in a significant test of the government stimulant regulation on the suitability of duty in government affect the use of accounting information in local government unit of Mataram, turned out to accept the alternative hypothesis (Ha acceptable).

Influence of Teamwork against the use of accounting information with the Government Regulation as moderating variables.

Sub a fourth hypothesis (H4a); there is significant influence of teamwork on the use of accounting information on local government units of Mataram. Result on variable testing shows that the accepted criteria is H0. Teamwork can not affect the use of accounting information in local government units of Mataram.

The fourth hypothesis sub b (H4b); there is a significant stimulant of government regulation of the relationship between teamwork with the use of accounting information in local government units of Mataram. result on significance test is H0, means government regulation can not be a real stimulant to influence the use of accounting information.

Influence of Work Facilities against the use of Accounting Information with the

Government Regulation as moderating variables.

Hypothesis fifth sub a (H5a); The results in this study indicate that the internal conditions of work facility in local government unit of Mataram has no significant effect partially against the government's use of accounting information.

Hypothesis fifth sub b (H5B); there is a significant stimulant of government regulation of a working facility against the use of accounting information in local government units of Mataram. The results of this study indicate accepted criteria is Ha. Government regulation needs to be improved and enhanced greatly, because it provides a real stimulant for the completeness of the facility to influence the use of accounting information.

CONCLUSION, AND SUGGESTIONS

Based on the discussion of the research results, it can be concluded as follows:

This study had found evidence of a positive effect of variable capability of personnel on the use of accounting information. That is, with the increased capability of personnel in local government units scope of Mataram will increase the use of accounting information. While internal factors such as internal controls, compliance tasks, teamwork and working facilities did not significantly influence the government's use of accounting information in local government units of Mataram. That is, Increase or decrease in variable internal controls, compliance tasks, teamwork and working facilities will not affect the increase or decrease in the use of accounting information in local government units of Mataram.

This study managed to find empirical evidence that government regulatory factors influence as a stimulant to moderate the effect of variable capability of personnel, internal control, compliance tasks, and work facilities. This indicates that the regulations made by the government to date supports the improvement of the relationship between internal factors used in this study (variable capability of personnel, internal control, compliance tasks, and work facilities) with an increase in the use of accounting information in Local government units of Mataram.

This study has limitations that can be improved in future studies. Limitations that must be observed and suggestions of the limitations encountered by researchers in the study, among other things: (a) The scope of this research is only done on a working unit in the city of Mataram, thereby generalizing the findings and recommendations of this study are less able to apply to areas outside the local governments units of Mataram. Therefore, to obtain general conclusions need to do more extensive research; (b) This study explores in more depth less related

variables examined where the results of research based on the choice of responses; (c) This study explores the lack of other factors that may affect the use of accounting information to obtain more comprehensive results as work motivation factor; (d) The internal variables such as internal controls, compliance tasks, teamwork, and work stations used in this study did not provide significant results. This indicates that the instrument used in this study still need improvement and development for future research.

This study has several suggestions that can be used both by the government, especially the central government as well as for further research. The suggestions can be formulated in this study are as follows: (a) Subsequent research can develop research results by adding the object, such as other areas outside the Government SKPD Mataram; (b) Future research is also expected to be explored in more depth with the research does not only rely hasiil questionnaire answers of respondents, but also to do a question and answer directly to the respondents so that it can provide more accurate results; (c) Future studies are expected to explore other factors that may affect the use of accounting information to obtain more comprehensive results as work motivation factor; (d) Future research can develop and improve existing research instrument that can answer the problem formulation developed in future research.

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THE EFFECTS OF THE DOMINO MATH GAME TOWARDS THE ABILITY OF NUMBER INTRODUCTION FOR STUDENTS WITH INTELLECTUAL DISABILITY

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ABSTRACT

Students with intellectual disabillity have below-average of intelligence level, so that, they need special services and counseling. Students with intellectual disability have difficulty in mentioning numbers, understanding the meaning of numbers, writing the numbers, and counting the number in sequences. The domino math game is designed to help students understand the numbers. The purpose of this study was to describe the effects of domino math game towards the ability of number intoduction for students with intellectual disability. The study design was Quasi Experimental with shapes Times Series Design. Collecting data was pre-test and post-test. Data analysis was Wilcoxon's signed rank test. The conclusion was there was any significant effect the domino math game towards the introduction number ability for students with intellectual disability

Keywords: *domino math game, ability of Introduction number, intellectual disabillity.*

In general, a student with intellectual disability has the ability and intelligence in below average. According to Effendi (2006:110) a student with intellectual disability is a child who has a very low level of intelligence so as to pursue development tasks he needed the education and counseling services in particular. The student with intellectual disability in this study is mild retarded child that can still be taught to read, write, and simple arithmetic.

Ability to know the numbers are the basic things that must be mastered child in learning mathematics. Children who have the ability to know the numbers will easily understand math at a later stage. The number introduction given for children with intellectual disability are able to recognize the forms of numbers in mathematics simply useful to help children with intellectual disability up to the next class. According to Abdurrahman (2003: 254) refers to the concept of the introduction of a basic understanding of numbers. Students develop a concept when they were able to classify objects.

A student with intellectual disability has difficulty in recognizing the numbers, mentioning numbers, understand the meaning of numbers, write, and count the number in sequence and the use of media in learning the game serves to help children with intellectual intellectual to understand the information obtained. Play (play) is a term used freely. According to Hurlock (1978: 320), plays perform voluntarily and there is no coercion or pressure from outside or liability. The domino math game was designed to help children with intellectual intellectual in the first class to get to know numbers.

Based on this background, researchers are interested to know the number of learning using math domino game. In introducing the concept of numbers of children can be encouraged to find concrete objects similar to those ordered teachers. Dominoes or the like can also be used to introduce the concept

of numbers, groups, and the number (Abdurrahman, 2003: 276).

This game is aimed at improving the students' intellectual to the introduction of numbers 1-10, create learning situations that are not forgotten by the students, creating a fun class to learn, lead to motivation in students, and invite them to play an active role in the learning process.

Formulation of the problems in this research are (1) How are the students with intellectual disability's ability in the class I of SDLBN Kedungkandang Malang in recognizing the numbers before the game domino math?, (2) How are the students with intellectual disability's ability in the class I of SDLBN Kedungkandang Malang in identifying numbers after doing the domino game of math, (2) Is there any effect domino math game toward the ability to know the number of students of class I SDLBN Kedungkandang Malang?. This study was aimed at describing the ability of the introduction of numbers 1-10 in children with mild intellectual disability in the grade I of SDLB before and after being applied treatment.

METHOD

The research design was Quasi Experimental Design. This design is used because it is difficult to get the control group in the study. Form of this study is Time Series Design. According to Sugiyono (2011: 78) the group of the study can not be chosen randomly. This study design was using only one group alone, so it did not require the control group. Before being given treatment, groups were given pre-test four times. If the value is different mean the group the situation is unstable. After the stability of the state of the group can be seen clearly, the new treatment is given four times.

The data collection is done by giving a pre-test and post-test respectively four times to see the stability of a group. The subject of research this is for all students with mild intellectual disability in grade I of SDLB

Kedungkandang Negeri Malang consisting of 5 students. The research instrument was test or written exam. This research is classified as non-parametric study. Nonparametric statistics according Djarwanto (2004: 1) is also called the method of free distribution (distribution free) for the test statistic model was not set specific requirements on the form of distribution of the population parameter. Nonparametric test can be used if the amount of sample is too little.

The data analysis used Wilcoxon. According to Djarwanto marked path (2004: 25) states that the level marked Wilcoxon test in its analysis attention to the sign (positive or negative) and the magnitude of difference to evaluate the effects of a treatment that questioned the difference between the pre-test (test prior to treatment) with post test (the test after treatment).

DISCUSSION

Know the numbers are basic materials that must be mastered by the student in the learning of mathematics. Know the usual numbers were introduced at the kindergarten level, but difference with retarded children experiencing intellectual disabilities. The introduction of new number was introduced in grade 1. According to Suhaeri (in Soemantri, 2012: 112) difference retarded children with normal children in kindergarten lies in processing verbal recall. Normal kids in the kindergarten is more efficient than children with intellectual disability. In accordance with the provisions of National Education Standards Agency (BSNP) introduction of numbers in a grade I for pupil with intellectual disability include number 1-10, 1-10 counting things, write emblem numbers 1-10, and 1-10 completing the equation objects.

Based on preliminary observations made by researchers, students in schools still lack of understanding on the introduction of numbers. Students are not able to understand the meaning of numbers. Students are not interested and easily bored when researchers invite students to count the number of objects in the surrounding environment. Some students rested her head on the table, not paying attention, and play alone. In fact, in these activities students are encouraged to be directly involved in learning.

According to Effendi (2006: 110) retarded child is a child who has a very low level of intelligence so as to pursue development tasks he needed the education and counseling services in particular. Low mental abilities in children with intellectual disability affect the intellectual abilities. They delayed compared to his age. The ability of similar children with intellectual disability with children aged 7-12 years, although they have grown up. Based on the observations that have been made in one SDLB in Malang, strategies and instructional media used in the schools are still lacking an active role in learning. Teachers still use traditional media. So, the students with intellectual disability tend to be easily bored. How to teach the use of the lecturing method and copy the numbers do not bring a huge impact on the ability to know the numbers in children with intellectual challenges.

Of the three aspects mentioned, counting, and assessing assessed, the students have a relatively low value. Students tend to repeat the numbers that have been mentioned. Students also have not been able to distinguish the numbers 2 to 5, 6 to 9, 1 to 7, and 6 to 8. In comparing the number of more and fewer students also were confused. Writing numbers of students are still less precise, neat handwriting still students and are often reversed the numbers with each other.

Here are the post-test results of number introduction ability in the first grade before being given treatment.

Tabel 1.1 Pre-Test Results of Number Introduction Ability

No.	Name	Pre Test Mark				Sum	Average	Category
		I	II	III	IV			
1.	AN	50	60	70	70	250	62,5	Enough
2.	SSL	60	50	60	50	220	55	Low
3.	IL	40	30	40	50	160	40	Low
4.	SFR	30	30	40	40	140	35	Very Low
5.	KML	20	20	30	40	140	35	Very Low
Average							45,5 (Low)	

Based on Table 4.1 it can be seen that the two students SFR and KML has an average value of 35. Such students included in the criteria is very low. Students SSL has an average value of 40 and students SSL has an average value of 55 based on Table 4.2 they categorized as low. AN students have an average of 62.5 in the category enough. The arithmetic mean of all students is 45.5.

Ability of Number Introduction after being applied Domino Math Game

Playing is done with no load and happiness. All children like to play. By playing they gain new experiences, being able to interact with others, to experiment, and of course happiness. Hurlock (1978: 320) plays performed voluntarily and there is no coercion or pressure from outside or liability. Playing games is an activity or to gain pleasure. Prasedio (in Efendi, 2006: 105) argues that games are provided for children with intellectual disability should have therapeutic value and easily digested by children. Being given game should also be interesting and encourage students' motivation to learn.

Domino math game in this study is designed to help the students in recognizing numbers in the first grade. Concept of numbers is a skill that must be possessed children to focus attention on a single object. In introducing the concept of numbers of children can be encouraged to find concrete objects similar to those ordered teachers. Dominoes or the like can also be used to introduce the concept of numbers, groups, and the number (Abdurrahman, 2003: 276).

The introduction of number do with playing felt would be more fun and more easily understood by students. When playing, the students are required to interact with friends in the class. Each student gets a turn to calculate the number of images available on the card and match the value with the number available on other cards. How to play domino math prepared exactly with the game of dominoes in general.

Here are the pretest results of number introduction ability in the first grade after being given treatment.

The pretest results of number introduction ability in the first grade after being given treatment all students had an average score above 60 and a highest score of 100. The average was 97. The highest post test results was obtained by SSL with the criteria of very high while the lowest value was obtained by KML with enought criteria.

Tabel 1.2 Post-Test Results of Number Introduction Ability

No.	Name	Pre Test Mark				Sum	Average	Category
		I	II	III	IV			
1.	AN	70	80	90	80	330	82,5	Very good
2.	SSL	80	90	100	100	370	92,5	Very good
3.	IL	70	70	80	80	300	75	Good
4.	SFR	70	60	80	80	290	72,5	Good
5.	KML	60	60	70	70	260	65	Enough
Average		97 (Very good)						

The Effects of Domino Math Games towards Number Introduction Ability

The game can be used in learning activities in the classroom. By doing games students can interact with other friends and have new experiences. The game provided to children should be instructive. According Ariesta (2009: 2) tool educational games are all things that can be used as a tool or a toy that contains the value of education and be able to develop all aspects of the child's abilities, both coming from the surrounding environment (nature) and that has been created (purchased). Helpful educational games to arouse the interest of children to learn, use value is great for children, according to the needs of children, and activate the senses in combination.

Based on the research showed that the domino math game have affected the number introduction ability of the students with intellectual ability in the first grade of SDLB Kedungkandang Malang. The results of pre-test and post-test showed a significant increase. The average value of the results of pre-test of 45.5, while the average value of post test results reach 97. From these data indicate a difference in the ability for introduction number s before and after using domino math game. This result is supported by previous studies that using dominoes as a learning medium. Use of games in learning positive impact on student learning outcomes for students with intellectual disability in the first grade of SDLB Kedungkandang Malang. The students are more interested in learning, increase students' motivation. They are able to interact with their peers, and gain new experiences.

Here are the results of recapitulation of the value of the pre-test and post-test students (Table 1.3)

Based on research conducted by Agustine (2012) concluded that the use of dominoes picture can improve the ability to know the number of children in group B TK Al Hidayah. This is evidenced by the rise in the initial condition of the child. In the initial condition of the child yet to be fully developed. After giving the domino display capability that children develop according to expectations and growing very well. The improvement was occurred in the ability to count backwards and random, matching objects and create a collection with the same and different number. Relevance to this study is a significant difference between the game of dominoes with the ability to know the number of children. That is the game of dominoes can improve the ability to know numbers.

Table 1.3 Recapitulation Result of *Pre Test* and *Post Test*

No.	Name	Pre Test	Post Test	Sign Change
1.	AN	62,5	82,5	+
2.	SSL	55	92,5	+
3.	IL	40	75	+
4.	SFR	35	72,5	+
5.	KML	35	65	+
Rata-Average 45,5		97		

Based on research findings that have been described previously recommended to the school to use the domino math game as an alternative media to get to know numbers for students with intellectual disability in the first grade because of low cost and easy to made. For further research is expected to develop a form of domino math more varied by changing the number symbol image. The images can be replaced with pictures of plants, transportation, animals, etch. These games are not just for math lesson but can be developed in the course from others such as science, social studies, and Bahasa Indonesia. Not only used for students with intellectual disability but can also be used by students with hearing impairment, autism, physical disabilities and slow learners.

CONCLUSION

Based on the analysis that has been described in previous chapters, it can be concluded that there is significant effect the math domino game towards the number introduction ability for students with intellectual disability in the first grade of SDLB Kedungkandang Malang. This is evidenced by there are differences in the students' pre-test and post-test after being given treatment. Pre-test result had an average of 45.5 included in the category of low, while the post-test had an average of 97 classified in the category very high. In addition, there are not only any significant differences in getting mark, but also the domino math game gave effect in the ability of the students from underprivileged become well-capable in recognizing the numbers. ✍

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THE ACQUISITION OF PARAPHRASING AND ITS IMPACT IN TEACHING AND LEARNING ENGLISH TO AVOID PLAGIARISM

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ABSTRACT

Paraphrase is one of ways to avoid plagiarism beside quotation. Paraphrase means using someone idea or thought as the references in writing but in our own meaning without lost the meaning itself while quotation means using someone idea or thought without change anything, just copy and paste the sentence(s). Paraphrase and quotation are the important learning materials to be learned for students, from high school to university students who learning about writing and must mastered the writing skill. Unfortunately, not all of students know the correct way to do paraphrasing so they can be labeled as plagiarist. From this problem, the writers want to give the solution to prevent plagiarism through paraphrase technique. The writers will give briefly explanation about why avoiding plagiarism using paraphrasing is an important thing to teach in high school since Indonesia didn't input the paraphrase nor quotation material in the teaching and learning plan or the syllabus, and its impact in teaching and learning English. After that, the writers interviewed 11 Indonesian teachers who teach English in Indonesian high school about the needed to learn paraphrase for high school students and why is needed or why is not needed. The result shows that all participants agree that paraphrasing is an important thing to be taught in high school because it will enhance students' ability in recreating sentence and even a story with their own word. Besides that, the students also will aware about the plagiarism thing, they will be used to paraphrase anything in the correct way. 8 of 11 teachers state that they use paraphrase technique in their class although there is no objective about mastering paraphrasing. They just combine the paraphrase technique with other learning materials.

Keywords: the acquisition of paraphrase - teaching and learning high school - avoiding plagiarism – ELT

Paraphrases are an important technique to handle variations in language (Bhagat and Ravichandran, 2008). To paraphrase means to rewrite content whilst preserving the original meaning, and it is important in fields such as text reuse in journalism, anonymizing work, and improving the quality of customer-written reviews (Burrows, Potthast, and Stein, 2012). In university's life, paraphrases usually used by students when they are making a paper, a journal research, or even when making a thesis meanwhile high school students only used paraphrase technique for their project in English class but they still need to know how to paraphrase to avoid plagiarism.When you paraphrase from a source, you restate the source's ideas in your own words (Harvard.edu). Paraphraseisone of the easy alternative ways to avoid plagiarism.

Paraphrase is differed from quotation. A quote is a direct restatement of the exact words from the original source while a paraphrase is a restatement of the information or point of the original source in your own words(Krause, 2007). Paraphrase and quotation are the ways to restate someone's idea into your own writing (paper, journal, research, etc.) without doing plagiarism. The correct time to do paraphrase or quotation are also different and we will discuss

further in thepart Teaching and Learning about Avoiding Plagiarism and thepart The Acquisition of Paraphrasing. Although the way to avoid plagiarism is not just paraphrasing, the writers only focus in acquisition of paraphrasing because from what the writersobserved, most of high school students use paraphrasing when they state other people's idea in their writing as a reference. Unfortunately, not all of students can paraphrase in a correct way because most of teacher in high school students didn't teach their students how to paraphrase. Some of them just paraphrase other people's statement without stated the source. This is called as plagiarism even when we use our own word. Plagiarizing by paraphrasing is one of many types of plagiarism identified by Maurer et al. [2006] (Scanlon and Neumann, 2002).

There are many students who did the plagiarism because the wrong way to paraphrase. A report released by the plagiarism-detection tool *TurnItIn* confirms for both high school and college students, Wikipedia and Yahoo Answers were the top two most popular sources of lifted copy and a lot of teachers already know: that students are copying content from those online sources (Watters, 2011). TurnItIn plagiarism-detection tool in Watters (2011) also found the difference between high school and college students in doing plagiarism, while 31% of content matches for high school students came from social and "content-

sharing" sites (like Facebook or Yahoo Answers), the other hand just 26% of the matches for college students originated there. Besides that, in a survey of 24,000 students at 70 high schools, Donald McCabe (Rutgers University) found that 64 percent of high school students admitted to cheating on a test, 58 percent admitted to plagiarism and 95 percent said they participated in some form of cheating, whether it was on a test, plagiarism or copying homework (plagiarism.org, nd).A received view among many teachers who work with international students is that such students are especially likely to plagiarize (Pecorari, 2010). Those surveys show a huge percentage of the high school studentsin doing plagiarism. Besides those findings, A July 6, 2001 article in the *Chronicle of Higher Education* reported that "several indicators point to widespread plagiarism on campus," and that "officials at some collages say that in recent years they have seen a sharp increase in students cutting and pasting material info papers from Web sites without attribution, or purchasing term papers from online ter-paper mills" (Young, 2001 stated in Scanlon and Neumann, 2002). Based on the problems, the writers want to know Indonesian teacher views about the importance of teaching paraphrase in teaching and learning English for high school students to avoid plagiarism since there is no objective that stated high school students must know or master the way to paraphrase in Indonesia high school syllabus. Next the writerswants to share the literature review about the acquisition of paraphrase and its impact in teaching and learning in avoiding plagiarism.

RELATED RESEARCH

There are many kinds of related research about the acquisition of paraphrase in teaching and learning English but the researcher only put two related research. First research have been done by Jessica L. Hagaman and Robert Reid from University of Nebraska, Lincoln in 2008 entitled The Effects of the Paraphrasing Strategy on the Reading Comprehension of Middle School.

This study investigated the use of self-regulated strategy development paired with the "RAP" paraphrasing strategy as a way to increase reading comprehension. Participants were three sixth-grade students from a midwestern state. Results indicate that use of the RAP paraphrasing strategy increased reading comprehension.

The second research has been done by Barry, Elaine S. in 2006 entitled Can

Paraphrasing Practice Help Students Define Plagiarism? and she found that;

After paraphrasing practice, however, students were more likely to include two additional specific elements of plagiarism in their post-paraphrasing definitions (taking someone else's ideas is plagiarism and not giving credit is plagiarism). The importance of having students practice paraphrasing techniques, rather than merely teaching them definitions of plagiarism, is discussed. The methods used in this study could he easily adapted to virtually any course in which the instructor wishes to help students understand plagiarism.

THE ACQUISITION OF PARAPHRASING

In this part, the writers want to discuss further about paraphrase. Paraphrases are textual expressions that convey the same meaning using different surface words (Bhagat and Ravichandran, 2008). Paraphrase means you are using your own words to report someone else's writing, but maintaining an academic style (Jordan, 2003) Any time you paraphrase an author's words and ideas in your paper, you should make it clear to your reader why you are presenting this particular material from a source at this point in your paper. You should also make sure you have represented the author accurately, that you have used your own words consistently, and that you have cited the source (Harvard.edu). Krausen (2007) suggest that the best time to use a paraphrase when:

- There is no good reason to use a quote to refer to your evidence. If the author's exact words are not especially important to the point you are trying to make, you are usually better off paraphrasing the evidence.
- You are trying to explain a piece of evidence to explain or interpret it in more detail. This might be particularly true in writing projects like critiques.
- You need to balance a direct quote in your writing. You need to be careful about directly quoting your research too much because it can sometimes make for awkward and difficult to read prose. So, one of the reasons to use a paraphrase instead of a quote is to create balance within your writing.

After knowing about the proper time to do a paraphrase, we also should know the way how to paraphrase. Jordan (2003) suggest four ways to do paraphrase;

1. by changing the vocabulary (verbs/nouns) e.g. She examined the difficult that … = *She investigated the problems that…*
2. by changing the verb form (e.g. from active to passive: this can change the focus or emphasis. e.g. John (1987) analyzed the students'

difficulties and … = *The students' difficulties were analyzed by John (1987) and ...*
3. by changing the word class (e.g. from verb to noun phrase). e.g. The reports were complicated in April… = *The completion of the reports in April ensured that the students had time to revise before their examination.*
4. by synthesis. e.g. Johns and Dud ley-Evans (1980) touched on the problems created by the lecturers' u se of colloquial words and phrases . . . This use of informal language was a l so noted by Jackson and Bilton (1994)who investigated geo logy l ectu res given in English . . .

Paraphrasing looks like the easy way to reuse someone's idea or thought without labeled as plagiarist but there are some negative side of using paraphrase that stated by Pecorari (2010). She did research in her book by asked some of the writers about their perception toward paraphrasing. She found that paraphrasing, however, carries two risks of its own, there was a risk that nuances might be lost or that meaning might be distorted (Pecorari, 2010). It means that when someone paraphrase something, he/she may lost some important meaning because in paraphrasing we use our own words but same idea. Paraphrase also involves the risk that the finished product will be inferior in expression to the original (Pecorari, 2010). It means when writer finish their working, they think like her/his book or journal is their best creation but when we paraphrasing he/she statement, it can change the finishing sentences that have been created by the real writer.

TEACHING AND LEARNING ABOUT AVOIDING PLAGIARISM

The word plagiarism itself has origins in antiquity, and its negative associations stretch back as far:'the derivation from the Latin word meaning "kidnap" or "plunder" is indicative of how since its first usage in th is way it has been regarded as a criminal activity—parallel to stealing another people's offspring!' (Ang´ elil-Carter, 2000, stated in Pecorari, 2010).Plagiarism is the unauthorized or uncredited use of the writings or ideas of another in your writing while it might not be as tangible as auto theft or burglary, plagiarism is still a form of theft (Krause, 2007). Plagiarism refers to the use of another author's information, language, or writing, when done without proper acknowledgment of the original source (Burrows, Potthast, and Stein, 2012).For example, when you are passing off someone else's word or thought as your own (Trent University.ca) it can be called as plagiarism.

Pecorari (2010) explained in their book that there are three sorts of plagiarism, distinguished by the presence or absence of intentional deception, which are **prototypical plagiarism, textual plagiarism,** and **patchwriting**. The term prototypical plagiarism will be used to refer to the former, and will be defined as the use of words and/or ideas from another source, without appropriate attribution, and with the intention to deceive while textual plagiarism is the use of words and/or ideas from another source, without appropriate attribution, and pitchwriting defines as 'copying from a source text and then deleting some words, altering grammatical structures, or plugging in one synonym for another' (Pecorari, 2010). It can be drew like figure 1

Figure 1. Types of plagiarism taken from Pecorari book in 2010

Textual Plagiarism

Prototypical Plagiarism (intention to deceive present)   Patchwriting (intention to deceive absent)
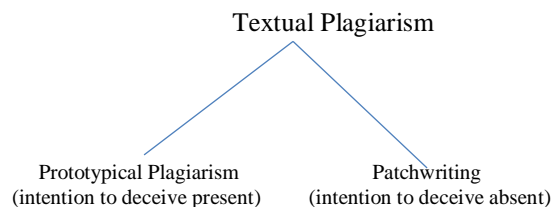
Besides Pecorari, Krause (2007) distinguish kinds of plagiarism in more simple way. He stated that there are two kinds of plagiarism; **purposeful plagiarism** and **accidental plagiarism.** Purposeful plagiarism is handing an essay written by someone else and representing it as your own, copying your essay word for word from a magazine or journal, or downloading an essay from the internet while accindetal plagiarism is the result improperly paraphrasing, summarizing, quoting, or citing your evidence in your academic writing (Krause, 2007).

Students usually do plagiarism when they found information that they needed in Web sites. They copy and paste the information without cite the source. Although the information is in *Wikipedia*, for example, you have to cite the author that state that information or at least cite the sites address.

Figure 2. overview of the activities involved in plagiarizing taken from Burrows, Potthast, and Stein, 2012
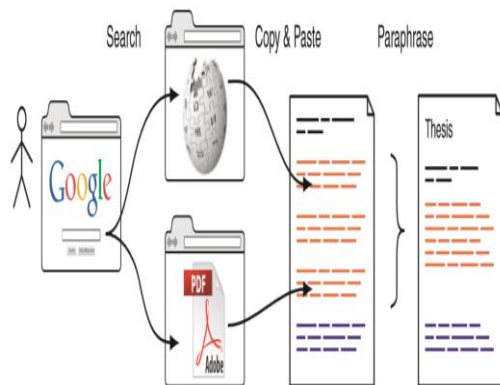
Fig. 2. Overview of the activities involved in plagiarizing.

Figure 2. draw the plagiarism that usually happen in students' life. They just googling the keyword of their writing and found the information, and then they just copy paste the information and make the information into they own words without cite the source or even they make the information like their own idea or though.

In the academic world, plagiarism is a serious matter because ideas in the forms of research, creative work, and original thought are highly valued (Krause, 2007). For example, a study of university plagiarism policies in Britain, the United States and Australia (Pecorari, 2001) found provisions for punishing plagiarists by lowering their grades, possibly to zero, either on the plagiarized work or in the class for which it was done, by suspending or expelling them from the university, or by denying or revoking degrees (Pecorari, 2010).Another example in University's Academic Integrity Policy sets out the consequences of plagiarism and other forms of academic dishonesty; penalties range from a grade of 0 on the essay with no opportunity to re-write, to failure in the course and a permanent record of the offence on your transcript, and students who offend repeatedly face suspension and even expulsion (Trent University.ca).

To avoid plagiarism, we, as a teacher, must teach our students how to cite the references correctly. Krause (2007) explained that citations can appear in 'integral' or 'non-integral' forms (Swales, 1990 stated in Krause, 2007). An integral citation is one in which the name of the source author appears as a syntactic element in the citing sentence, while non-

integral citations are outside the structure of the citing sentence. For example, "According to Brie (1995), the moon is made of cheese." (Krausen, 2007) this is integral citation while "The moon is very likely to consist of cheese (Brie, 1995)" (Krause, 2007) is non-integral citation.Krausen (2007) also stated that either integral or non-integral citations can be coupled to material reported in two ways, quotation, or paraphrase.

Quotation is just writing the exact what it already was, but a paraphrase is also saying what it was, but you just use the idea and changing it a little bit so it won't be exactly what was said, it will have the same meaning (Krausen, 2007).You should quote material when you believe the way the original author expresses an idea is the most effective means of communicating the point you want to make (plagiarism.org).

Krausen (2007) suggest that the best time to use a quote when:

- The exact words of your source are important for the point you are trying to make. This is especially true if you are quoting technical language, terms, or very specific word choices.
- You want to highlight your agreement with the author's words. If you agree with the point the author of the evidence makes and you like their exact words, use them as a quote.
- You want to highlight your disagreement with the author's words. In other words, you may sometimes want to use a direct quote to indicate exactly what it is you disagree about. This might be particularly true when you are considering the antithetical positions in your research writing projects.

There are some reasons why students should do quotation in their writing.Quotations are included to show that you have read around the subject and are aware of what has been written about it., their purpose is also to demonstrate support for your own ideas, points of view and findings, and perhaps to show examples or evidence but you should remember that it is important to acknowledge the source of the quotations otherwise you may be accused of plagiarism (Jordan, 2003).

There are many verbs and phrases that can be used to introduce quotations in writing (Jordan, 2003). He suggests some of the main structures are as follows:

- As X observed/pointed out/suggested /noted/indicated "…"
- According to X, "…"
- For example, X argued that "…"
- X suggests that "…"
- The need for it is widely recognized "…"

- Writing in 1979, X commented that "…"
- To quote X: "…"
- Recent research by X shows that "…"

Besides those, there are two popular types of quotation; MLA Styles and APA Style. MLA documentation is commonly used in English and foreign language and literature courses, as well as in other disciplines in the humanities, when you quote or paraphrase a specific portion of a text in a source, give enough information-- most typically the author's last name and the page number--to identify the exact location of the borrowed material while APA style provides a standard system for giving credit to others for their contribution to your work, the author's last name and the work's date of publication must always appear, and these items must match exactly the corresponding entry in the references list (retrieved from writingwisc.edu).

Krause (2007) give example how quotation in MLA style:

In her Pharmaceutical Executive article available through the Wilson Select Internet database, Jill Wechsler writes about one of the positive effects of advertising prescription drugs on television. "African-American physicians regard direct-to-consumer advertising of prescription medicines as one way to educate minority patients about needed treatment and healthcare options."

Krausen (2007) also gives example of quotation in APA style:

"If the U.S. scallop fishery were a business, its management would surely be fired, because its revenues could readily be increased by at least 50 percent while its costs were being reduced by an equal percentage." (Repetto, 2001, p. 84).

THE IMPACT OF THE ACQUISITION OF PARAPHRASING IN TEACHING AND LEARNING IN AVOIDING PLAGIARISM

After knowing the way to avoid plagiarism and how to quote and paraphrase in the correct way, teacher can teach the students how to create a paper by using someone's idea or thought in properway or even just to retell any story using their own word but for answering the research question about Indonesian teacher views of the importance or needed of teaching paraphrase in teaching and learning English for Indonesian high school students to avoid plagiarism, the writers conducted a little survey. The participants of the survey are 11 English high school teachers; 8 teachers are women and other 2 teachers are men. 6 teachers are teaching in Jakarta high school, 1 teacher is teaching in Bogor, 2 teachers are teaching in Bekasi, and other 2 teachers are teaching in Tangerang.

The writers did the interview and asking four questions; a) Is there any goal or objective about mastering paraphrasingthat stated in your teaching and learning plan? b) Do high school students need to learn paraphrasing? c) Why is needed? or Why is not needed? d) Do you use paraphrasing technique in your teaching and learning activity?

For question number 1 they all are have the same answer; there is no goal or objective stated that students must mastering paraphrase. Although all their school don't make paraphrase as one of learning material, they also have same answer for number 2; all participants agree that paraphrasing is needed to be learned for high school students. For question number 3 the participants give many reasons about why paraphrasing is a need to be learned by high school students. Their answer can be concluded into three main reasons. First reason is to build students' awareness about the plagiarism so when they enter the university or the work environment, they will be used to paraphrase in the correct way, they don't get confused about plagiarism things and don't do plagiarism. Second, students can practice to understand many texts easily. Third,students can become more creative in the way of retelling the story that have been given by the teacher.

The last question, number 4, 8 of 11 participants answered that they taught any English learning material using paraphrasing especially in reading and writing skill. They try to build students' awareness of plagiarism since their students in high school and they want it become their students habit to paraphrase anything in the correct way. They usually asked their students to create a simple paper about a simple issue as a project and asked them to use paraphrase or quotation to avoid plagiarism. Other way to use paraphrase that the participant state is just give a story to students and asked them to retelling the story using their own words. On the other hand, 3 other teachers who didn't teach paraphrase to their students said that they don't teach paraphrase because it didn't state in the syllabus although they thought that paraphrasing is an important learning material.

After know the findings, it can be concluded that paraphrasing is an important thing to be taught to the students. teacher didn't want their students become plagiarist just because they don't know how to paraphrase or quote something in the correct way. In teaching paraphrasing, teacher will create an honest generation in writing skill. Teacher also can avoid them to do plagiarism since plagiarist will get big punishment in the future. Their writing cannot be accepted in every company, university, or even school. They should notbe passed the class if they do plagiarism.

CONCLUSION AND RECOMMENDATION

Someone can be called as plagiarist when he/she using other person statement, idea, or thought without cite the source or state the real writers. We can avoid plagiarism with two ways of citation; quotation and paraphrasing. Quotation is use someone idea or thought and write the statement without change anything even change a word while paraphrase is use someone idea as reference but using our own word to restate the idea. Either quotation or paraphrase, we should write the name of the real author that state the statement. Teacher needs to teach paraphrase since the students still in the high school to build awareness of plagiarism things.

This paper only focus on the importance of paraphrase as learning material for high school students in viewed by teachers. For further research, the writers suggests that other researcher to conduct experiment or action research about teaching any English skill using paraphrasing in Indonesia.

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CINEMA-EDUCATION TECHNIQUES FOR OPTIMIZING GUIDANCE AND COUNSELING SERVICES IN SCHOOL

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ABSTRACT

Guidance and counseling is one component of education in schools that presence is needed. The task of guidance and counseling in schools is to assist learners in their development, social life, learning activities, as well as planning and career development. Self development activities facilitated and/or guided by a counselor, teacher or education personnel through counseling services with regard to issues of self and social life, learning, and career development of learners and scouting activities, leadership, and scientific groups adolescents (Depdiknas, 2006). Guidance and counseling aimed at helping learners achieve developmental tasks optimally as a creature of God, social, and personal. In its implementation in schools, self-development activities undertaken by the school counselor through guidance and counseling service done in different ways. There are schools that provide hours of entering the classroom to the school counselor/guidance and counseling teacher to provide intensive services, there are schools that not schedule for guidance and counseling so that services provided outside the school hours (extracurricular). The condition is then pushed school counselor/guidance and counseling teacher to provide services in a short time with the material weighing. This can be done by guidance and counseling teachers with the use of cinema-education techniques in the service of guidance and counseling. Cinema-education techniques can make the service of guidance and counseling be optimal because most students love to watch, and through a brief video or short film any student can directly feel the emotions and experiences that occurred. With cinema-education technique, guidance and counseling services can be an activity that is not boring for students. Thus the counselor needs to understand cinema-education techniques for optimizing guidance and counseling services in school.

Keywords: biblio-education, guidance and counseling services

Guidance and counseling is one component of education in schools that presence is needed. The task of guidance and counseling in schools is to assist learners in their development, social life, learning activities, as well as planning and career development. In the Guidelines for Developing KTSP (2006) self-development activities aimed at providing opportunities for learners to develop and express themselves according to the needs, talents, interests, each learner in accordance with the conditions of the school. Self-development activities facilitated and/or guided by a counselor, teacher or education personnel through counseling services with regard to issues of self and social life, learning, and career development of learners and scouting activities, leadership, and scientific groups adolescents (Depdiknas, 2006). We can conclude that guidance and counseling aimed at helping learners achieve developmental tasks optimally as a creature of God, social, and personal.

In its implementation in schools, self-development activities undertaken by the school counselor through guidance and counseling service done in different ways. There are schools that provide hours of entering the classroom to the school counselor/guidance and counseling teacher to provide intensive services,

those schools do not schedule hours for guidance and counseling so that services provided outside the school hours (extracurricular). Tulus (2012) argues that in the basic services of guidance and counseling (Curriculum Guidance) there are need for face-to-face with students that is programmed through classical/class guidance services. Programs designed requires the counselor to make direct contact with the students in the class. A scheduled basis, counselors provide counseling services to the students. These guidance class can be classroom discussions or brainstorming (Tulus, 2012). According Permendikbud No. 111th in 2014 About Guidance and Counseling in Primary and Secondary Education Provision 6 subsection 5 reads as follows: (a) Guidance and Counseling Services referred to in provision (3) held in the classroom with learning load of 2 (two) hours per week; (b) Guidance and Counseling Services referred to in provision (3), which was held outside the classroom, each service activity equated with learning load two (2) hours per week.

Thus according to the curriculum in 2013, for guidance and counseling remains hour classes: 2 hours a week. Still, in some schools, the principal decided to no clock in the classroom to guidance and counseling, so that guidance and counseling teachers or school counselors should work with another teachers related extracurricular scheduling.

The condition is then pushed school counselor/guidance and counseling teacher to provide services in a short time with the material weighing. This can be done by guidance and counseling teachers with the use of cinema-education techniques in the service of guidance and counseling. Cinema-education techniques can make the guidance and counseling service be optimal for most students love to watch, and through a brief impression that any student can directly feel the emotions and experiences that occurred in the footage. Shihab (2016) in Antara News.com says that the film could be a tremendous educational resources for children, because it is rich in skills and message. An article posted on kompasiana.com written that through film show what was viewed by the eye and are heard by the ears will be faster and easier to remember than what can only be read or heard it. In addition the film also able to increase the ability of the right brain learners through color, music, visualization, and the emotions that performed in the film (Kompasiana.com, 2015). This shows that the film can be used as a medium to convey messages effectively and varied education. Similarly, for guidance and counseling.

In delivering its services, guidance and counseling teachers generally use various counseling techniques including group discussions, discourses, games/group dynamics, and cinema education (cinema therapy). Cinema Therapy is one of the guidance and counseling technique that uses audio-visual technology facilities (listen-view). In this technique, the guidance and counseling teacher using film or video as a media in providing services to students. Several studies conducted in cinema education is the study conducted by Robiah (2012) about the effectiveness of the use of cinema therapy to improve MTs student achievement motivation. The results of this study concluded that the cinema therapy effective for improving student achievement motivation. Application of cinema therapy is done through several stages: screening, discussion of the content of the film reflection, self-reflection, development commitment, commitment and reflection trial experience (Robiah, 2012). With cinema-education technique, guidance and counseling hour/guidance and counseling service delivery into an activity that is not boring for students. So it encourages counselors to understand cinema-education techniques for optimizing services BK in school.

DISSCUSION

Film is a life-picture is also often called movie. In a simple movie can be defined as the stories told to the audience through a series of moving images. According Arsyad (2009), a movie or live images are images in the frame where the frame-by-frame projected through the projector lens mechanically so that the screen looks a picture of it alive. As with film, video can describe an object that moves together with natural sounds or sounds appropriate. Movies are collectively often referred to as cinema. Trianton (2013) argues that although the form of the spectacle, the film has a great influence. That is why the film has the function of education, entertainment, information, and driving the growth of other creative industries. Thus the film touches many aspects of human life in the community, nation, and state. Film to be very effective as instructional tools in order to inculcate noble values, moral, didactic elements, and others (Trianton, 2013).

Fajerin (2012) describes the function of the film in the learning process associated with three things, namely for cognitive purposes, for psycho-motor purposes and for affective purposes. In conjunction with cognitive purpose, the film can be used for: (a) teach reintroduction or motion stimulation relevant distinction, such as the speed of moving objects, etc.; (b) teach the rules and principles. Movies can also show a row of verbal expressions, such as still images and print media. For example, teach the meaning of sincerity, steadfastness, and so forth.

Shows an example of the appearance of the model, especially in situations that show human interaction.

In conjunction with psycho-motor purpose, the film is used to show an example of movement skills. Media can also slow down or speed up the movement, teaching how to use a tool, how to do an act, and so forth. In addition, the film can also provide feedback to students visually delayed to demonstrate their level of ability in working on motor skills, after some time later. With relation to the objectives affective, the film may affect a person's emotions and attitudes, by using various ways and effects. He is a suitable tool to demonstrate affective information, either through optical effects and through visual images related (Fajerin, 2012).

Film or cinema is a media representation, through which symbolizes the style and content of the various patterns of behavior (through the actions of the characters, plot, theme, editing, etc.) that can be analyzed from the differences in psychological theories and modalities of teaching. Education is the expansion of knowledge and ability through practice techniques of learning or instruction, for the purpose of considering the facts or the real conditions. It can be concluded that the cinema education is a learning method that uses film or movie to enhance the knowledge and ability. In line with that in the therapeutic process, Michael (in Sapiana, 2014) says that cinema

therapy is the process of using the film as a metaphor in therapy to improve growth and client insight. It can be concluded that the cinema or movie is a learning techniques and therapies for someone to achieve a growth and development of optimal self.

Cinema-education in guidance and counseling is generally used for the purpose of providing information, giving insight (sight), stimulate discussion about a problem, communicate value and a new attitude, growing awareness that there are other people who have the same problem, and seek realistic problem solving. Thus the benefits of cinema-education in guidance and counseling among others are structuring the student's thinking, emotional control, develop self-concept, increase understanding of the behavior and motivation, encouraging students to be honest in assessing themselves, find interest outside the self, and build student self-awareness (Handarini, 2015).

Here are the stages of implementation cinema-education techniques in guidance and counseling services: (a) identification, is the process of identifying the needs of students. This stage is important to do so as guidance and counseling teacher/school counselor can understand clearly what the needs of the students and also for the purpose of selecting the right film in accordance with the conditions of the students; (b) selection, namely the selection stage in accordance with the needs of the film (a psychological aspect to be developed) and the character of the students; (c) implementation, namely the implementation phase of cinema-educational activity which consists of: (i) establishment of rapport, aims to make the conselee/students feel comfortable to follow the activities and motivate the students are willing to follow the activities of cinema-education through to completion; (ii) stimulation. Stimulant form of film whose duration is adjusted to the availability of time to implement the guidance and counseling service. The selected movie is also tailored to the problems faced by students or psychological aspect that will be developed as well as the student's age and other characteristics; (iii) reflection and discussion. Reflection and discussion is the process of examining the content of the film and to scrutinize the characters in the film. This is something that is important because it is the process of growing awareness of the psychological aspect that will be developed. The process of reflection and discussion can be guided by the questions about the content of the film, critical or reflective questions (putting yourself in the position of figure), and the questions that are not to answer

right and wrong, but the questions that the answer is to make students able to reveal themselves. Each student should be given the opportunity to reveal the answer/opinion; (iv) development commitments. Commitment is a willingness to change or modify behavior based on the results of the reflection film content. Students need to make a commitment for themselves; (d) follow-up, which is the commitment trial process, reflect and evaluate the commitment. Commitment trial process is the process of running a behavioral change in accordance with the commitments that have been made. This can be done by role-playing as well as directly in everyday life as a task for students. Reflection and evaluation is a process of evaluation commitment to behavioral change that has been made either by way of role-play as well as directly in their daily lives. After reflection and evaluation of commitments made, then the student can perform self-improvement based on the results of the reflection.

Cinema Effectiveness of Education in Education

Several studies have been conducted by researchers related to the effectiveness of cinema-education in education. Munawaroh (2013) has conducted research on the effectiveness of cinema education to raise awareness of caring in junior high school students, and the results showed that it is effective. Cinema education applied in this study using pieces of film and short movies tailored to aspects of the awareness of careness. Utami et al (2013) has conducted research guide the development of problem solving skills training using film footage (cinema education) for junior high school students. Effectiveness test results in 2014 (Utami et al, 2014) showed that the results of problem-solving skills training with educational cinema gives a significant influence in facilitating the students have problem-solving skills. This means that a movie trailer or commonly called the cinema of education that has been developed in a guide to effective problem solving skills training to facilitate students' skills in problem solving.

In 2015, Rahmawati (2015) in his thesis conducted a study that tested the effectiveness of cinema education to increase awareness of vocational students in learn responsibility. Research results show that cinema education technique effective to raise awareness of vocational students in learn responsibility. In the same year, Kartikasari (2015) studied the influence of cinema therapy group counseling techniques to confidence Kediri high school students, and the results showed a significant influence. This is according to Jasmine's research results (2016) who found that treating the film (cinema therapy) can give effect to an increase in self-managed learning SMPN 2 Berbah. Of the few studies that have been conducted by previous

researchers, it can be concluded that the cinema-education or also called cinema-therapy is effective in the learning process of the students and also to improve skills or aspects of psychology they want to develop.

CONCLUSION

Cinema-education techniques can be used in the guidance and counseling services at school. With cinema-education technique, guidance and counseling hour/guidance and counseling service delivery into an activity that is not boring for the students so that service delivery can be optimized the guidance and counseling. The stages of cinema-education is (1) identification, (2) selection, (3) implementation, and (4) follow-up. Based on previous research, training manuals have been developed using the techniques of cinema education to improve students' psychological aspect, and has also been found that the technique of cinema- education effective in developing skills even psychological aspects of students in support of the learning process.

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DESCRIPTION OF APPROACH IN LEARNING SCIENCE
THE SCIENTIFIC BEGINNING

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ABSTRACT

Learning to use a scientific approach focuses on the child as a subject of learners and teachers would only serve as a motivator in the learning processs. In the process of learnig to use a scientific approach, children are able to carry out the process of observing, asking questions, trying, associate, and communicate discovery the result. Science in early childhood can be defined as a process that can stimulate the child in an effort to increase the curiosity, interest and problem solving, which raises the thoughts and deeds such as observing, thinking, and links between concepts and events. The problem in this is how the description pelitian scientific approach to science learning beginning? The purpose of this research to describe the scientific approach to learning science starters. Type a descriptive qualitative research. Data collection techniques in this study using observation, interview and documentation. The results obtained in this study is, learning to use a Scientific Approach in Children showed good results. The results of the data on observation shows that children are able to perform learning science by using scientific approaches such as the activity observed, ask, gather information, reason and communicate is already well developed in accordance with the child's age and developmental level of a child's learning needs. By using a scientific approach to learning is very influential on a child's knowledge, the value of spiritual / religious character of the child and the child to think scientifically and critically.

Keywords: description, approach, scientific, science

Intro to science should be done from an early age with fun activities and through habituation process so that children experience science in action. Learning science in children has a very important role in helping to put the basic capabilities as well as the formation of human resources. Science in early childhood can be defined as a process that can stimulate the child in an effort to increase the curiosity, interest and problem solving, which raises the thoughts and deeds such as observing, thinking, and links between concepts and events.

Learning science in early childhood let done by observing, classifying, comparing, measuring, communication and experimentation. Introduce science in children should be tailored to the child's age and stage of its development. Train children to use the five senses to recognize the various objects symptoms or symptoms of the events. Children are trained to see, feel, smell, feel and hear. Child acquire new knowledge of the results penginderaanya with a variety of media that is around. It also can train the senses to recognize the various symptoms of objects and events (Suyanto, 2008: 75).

To portray these functions can be done through a scientific approach to develop all aspects of child development precisely on the development of cognitive, affective and psychomotor. Thus, the child is directed to find out for yourself the facts, concepts, and new values necessary for his life. Scientific approach to learning is learning to adopt measures in building pengetahuanya scientists through scientific methods.

The learning model is needed is capable of generating the ability to learn, skills, and attitudes of children. Scientific Learning also does not regard the learning outcomes as the estuary end of the learning process is considered very important. In this model children are invited to perform the search process the knowledge with respect to the subject matter through the various activities of the process of science, as was done by scientists in conducting scientific investigations (Nur, 1998).

The whole learning activities by using a scientific approach focuses on the child as the subject of "learners" and teachers only act as motivators in the learning process of children in finding pengetahuanya. In the process of learning to use a scientific approach, children are able to carry out the process of observing, asking questions, trying, associate, and communicate penemuanya through a work of art. Based on these ideas, do research titled Application of Scientific Approach In Science Learning Startup.

Nature of Scientific Approach

The approach can be viewed as a series of actions patterned or organized based on certain principles (eg, basic philosophical, psychological principles, didactic principles, or ecological principles), which are systemic focus on the goals to be achieved. The approach contains a number of components or elements, namely: purpose, activity patterns, methods or techniques, sources used and principles (Sulistyorini, 2007: 13). The approach can be interpreted as a starting point or our view of the learning process.

Whereas the teacher centered approach lowers the learning strategy directly (direct instruction), or expository deductive learning. Meanwhile, learning approach student-centered learning strategies lowers discovery and inquiry and inductive learning strategies (Sanjaya, 2008: 127).

By viewingtheory put forward by experts, the approach is the starting point or view of organized or patterned to the learning process to achieve the learning objectives. Scientific approach was first introduced in America in the late 19th century, as the emphasis on the laboratory formalistic approach that leads to scientific facts (Hudson, 1996: 115).

The scientific approach allows teachers or curriculum developers to improve the learning process, namely by breaking the process down into steps or stages in detail which contains instructions for the students carry out learning activities (Maria Varelas and Michael Ford, 2008: 31). It is the basis of curriculum development in 2013 in Indonesia. The scientific approach is a learning process that is designed so that learners are actively building competencies attitudes, knowledge and skills through the stages observe, ask, gather information, reason, and communicate.

The scientific approach is believed to be the golden bridge and the development of attitudes, skills, and knowledge of learners. In the approach or work process that meets the scientific criteria, the scientists put forward pelararan inductive (inductive reasoning) rather than deductive reasoning (deductive reasoning). Deductive reasoning see a common phenomenon to then draw specific conclusions.

Conversely, look at the phenomenon of inductive reasoning or specific situation to then draw conclusions overall. Indeed, inductive reasoning put specific evidence in relation to the broader idea. The scientific method generally puts a unique phenomenon with specific studies and detail to then formulate general conclusions. Scientific method refers to the investigative techniques on one or several phenomena or symptoms, acquire new knowledge, or correcting and integrating previous knowledge.

To be called a scientific, the search method (method of inquiry) should be based on evidence of objects that can be observed, empirical and measurable with the principles of reasoning that is specific for the scientific method generally includes a series of activities of collecting data through observation or experiment, process information or data, analyze and formulate and test hypotheses. Scientific approach based learning is more effective results compared with traditional learning.

Research results prove that the traditional learning, retention of information of teachers by 10 percent after 15 minutes and the acquisition of contextual understanding by 25 percent. In a scientific approach based learning, information retention of teachers by more than 90 percent after two days and the acquisition of contextual understanding by 50-70 percent.

Characteristics of Scientific Approach

As for the characteristics of the scientific approach according Kemendikbud (2013) are as follows: 1) The substance or learning materials based on facts or phenomena that can be explained by the specific logic or reasoning; not limited to, approximately, fantasy, legend, or a mere fairy tale. 2) Explanation of the teacher, the response of learners and educational interaction teacher-learners free of prejudice necessarily, subjective thinking or reasoning that deviate from the flow of logical thinking. 3) To encourage and inspire students to think critically, analytically and precisely identify, understand, solve problems, and apply the lessons. 4) Encourage and inspire students to think hypothetically in seeing the differences, similarities, and link to one another of the learning materials. 5) Encourage and inspire students in understanding, applying, and develop rational thinking patterns and Bendatif in response to learning materials.6) Based on the concept, theory, and empirical facts that can be accounted for. 7) The learning objectives are formulated in a simple, clear, and attractive presentation systems.

The Steps Saintific Approach

Thats are 1) Questioning. Inquire as a process of finding out or confirm or match from prior knowledge of children with new knowledge that is being studied. Basically, the son of a reliable researcher, children are always curious about something that captured his senses. Therefore children often ask, which is sometimes very unexpected question adults. But the process of scientists coming from the critical mind. 2) Collecting. Collecting data is a process that is very interested in children. In this process the child to try - failed - please try again "trial and error". Children love to repeat the same activities but with a different way of playing. Learning who allow their children to do many things very supportive creative thinking abilities. While a lot of learning to use the work sheet instead shackle the creative abilities of children. 3) Associate. The association is a further process in which children begin to link the knowledge he already had with new knowledge acquired or in the surroundings. The associated processes important for children to develop a new understanding of the world around him. Piaget noted that children make up new schemata without discarding existing but previously improve and strengthen.4) Communicate. The process of communicating is the process of strengthening the knowledge to new knowledge on child get. Communicating is an activity to pass things that have been studied in various forms, for instance through

stories, movement, and by showing the work in the form of images, shapes out of dough, dolls from papier-mache, crafts from recycled materials, and the results of webbing (Paudjateng: 2015).

Learning Science Starters

Ability to learn to benefit the development of human civilization either individually or in groups. Individual children's learning abilities can be delivered on the personal development that leads to the formation of the pattern of individual skills, life skills, and mastery of certain skills.

Piaget's theory (Daryanto, 2014: 53) states that the study relating to the formation and development of sekema (distance schemata). Scheme is a mental structure or cognitive structure in which someone intellectually adapt and coordinate the surrounding environment (Baldwin, 1967) .Next Vygotsky in his theory states that learning occurs when learners work or learning to handle tasks that have not learned yet that task they are within range of abilities or tasks that are within the zone of proximal development area is located between the level of child development is currently defined as problem solving skills under the guidance of adults or peers who are more capable.

Learning the scientific method has had the following characteristics: a) Centered on children; b) Involve science process skills in constructing the concept, law or principle. c) Involves the cognitive processes of potential in stimulating the development of the intellect, especially the child's thinking skills. d) Can develop a child's character.

The following chart will be presented learning outcomes childbearing productive, creative, innovative, and affective through the strengthening of attitudes, skills and knowledge are integrated.
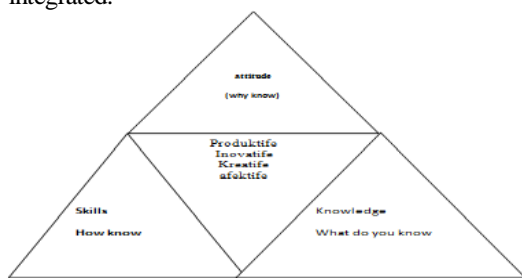
Picture 1 (Nugraha, 2008)

Learning Outcomesproduce of Children Productive, Creative, Innovative, And Through Strengthening Affective Attitude, Skills and Knowledge Integrated

It is recognized that learning is a combination of structured covers elements of human, material, facilities, equipment and procedures that affect each other achieve the learning objectives. In this case the man involved in the learning system, namely,

children, teachers and other personnel. Furthermore, materials such as whiteboards, markers, books and so forth. The facilities and supplies consist of classrooms audia visual equipment. Procedures such as practice, study schedules and methods of information delivery. Learning must be marked by the organization of various interrelated components. Early childhood learning is a process of interaction between children and teachers and other adults in this case the parents in a development environment to achieve the task. Conceptually early childhood learning is learning through play where play activities are part of the learning process it is motivated by the conditions characteristic of early childhood are actively exploring the lingkungannnya.

According to Isjoni (2009: 56) Learning directed to the development and refinement of the potential capabilities such as language skills, socio emotional, motor and intellectual. From the description of teachers should design the learning so that children are not burdened in achieving development tasks.

A scientific attitude with regard to children's ability to think critically is a cornerstone in conducting scientific investigations so as to produce a product of science as facts, concepts, principles, theories and laws, Amin (1987) describes the relationship between the ability to investigate, process, and products of science and scientific attitude. The scope of the development program of science learning in children in terms of the development or capability that must be achieved so that there are three dimensions that must be developed which include, capabilities associated with the mastery of science products, process mastery of science and master of science attitudes (life scientists).
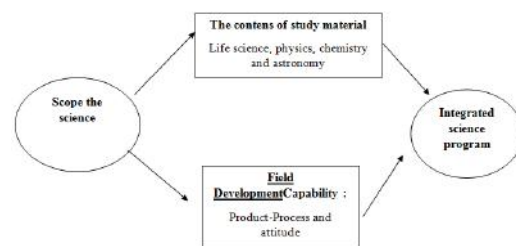
Picture 2. Scope of science program learning (Nugraha, 2008:94)

From picture 2 can be explained that the division of the scope of the development program of science learning can be meaningful if all development programs that are integrated science learning should be able to draw on a wide range of field development planning into one unified and synergistic. The task of further teacher development program for the benefit of science learning is selecting the things that can be incorporated more specifically associated with the development of

science program for children. General expectation is with the development of science learning have an understanding and experience of learning science intact, meaningful and functional for life.

The way children learn science

The children aged 4-6 years are part of early childhood, which is a sensitive period for children in which experts refer to as the golden age, at this time the intellectual development of children has increased to 50% that occurred maturation and psychological functions of children who are ready to respond to stimulation provided by the environment. According to (Isjoni 2009: 19) This period is due to lay the first foundation in developing physical abilities, cognitive, language, art, social, emotional, self-discipline, religious values, self-concept and self reliance.

Child is a unique individual many theories experts both psychologists, educational specialists, and other experts who study child development, especially early childhood, - temuan findings of the latest research results that are closely related to the profile and characteristics of children has been widely presented and believes that the behavior and the realization of children are very influenced by the environment can not be separated from it, the teacher as the person who demanded his role in a child menagani advisable to know very basic things related to the development of children both generally and specifically. Understanding of the development and characteristics of children adequately will be able to optimize the activities carried out which activities are controlled optimally and conducive to learning. Instead of learning situations that are not based on developmental characteristics of children the situation is not clear. From these explanations can be simply illustrated by the following Scheme (Nugraha, 2008: 47).

In general Mustafa 2002 (Nugraha, 2008: 50) identified a number of characteristics of early childhood as follows: a) Using all senses to explore objects; learning through motor activities and social participation; b) Still short attention span; bored easily and may look away when there is a new response. c) Started to develop the basics of language skills, playing with sounds; learn basic vocabulary with concepts; began studying implicit rules that regulate its expression. d) The rapid development of language. e) Active attention to everything but with a short attention span. f) Put themselves as the center of his own world; interest behavior and his thoughts were focused on themselves (egosentric); g) Inquisitive about the world of his own as a child; h) Became interested in the mechanism of how things work and the outside world around him.

The review of early childhood provides early childhood information that can not be ignored, they have a number of potential that can be developed. Related to the development of science, information about the characteristics and development as described will be used as a foundation to facilitate and mengobptimalkan starters science learning in children.

The dimensions of the changes that occur in early childhood after participating in science learning, (Nugraha, 2008: 57) is as follows; 1) Personality, namely by having the response pattern or a new behavior. Example: originally a child likes to lie and impatient, but after following appropriate science lessons, now it becomes less of a lie habit and start diligent in working and learning. 2) The behavior of actual or potential, namely the ability to perform activities that are not real or apparent (usually internal behavior). Example: before the children can not distinguish between crabs and spiders, but after a science lesson he can explain the difference between the two animals were adequately. 3) Skill. Skills in acting, ie kemampun associated with the use of motor (coarse and fine). Example: before the children can not enter kelubang thread the needle, but with continuous practice eventually he can do well. 4) Attitudes and habits, ie the application of the values of life in everyday behavior. Example: before children are not familiar with their own washing dishes after a meal, but because the environment at home do so, then he studied, and eventually he became commonplace and familiar. 5) Knowledge and understanding, in the form of mastery of the concepts, principles and theories. Example: Before the child can not properly explain the concept elephant but after a visit to the zoo and he watched carefully, he was finally able to explain adequately.

METHOD

The purpose of this study was to describe the scientific approach to learning science starters, performed in group B TK Beringin District of Gorontalo city Dungingi totaling 20 children. This research type describe clearly in detail, obtain accurate data of the focus of research by using qualitative approach, method naturalistic study for research performed under conditions of natural (natural setting) where the researcher is as a key instrument to collect data that is more detailed and can dipertanggung justified.

Data is in this research was obtained through observation of the observation guide to see the scientific learning process in children in group B, to improve the validity of the study using

photographs. Interview guidelines are guidelines that form the basis for making inquiries to the informant to obtain data on learning scientific activities include observing, ask, collect infirmasi, reason and communicate, obtained directly from informants who were in school, such as Principal, Teachers, Children and references other to support this research.

FINDINGS AND DISCUSSION

Based on data from Description Approach Scientific in Learning Science Starters result of research based on observations have been obtained that there are 17 children who are already well developed in indicators of communicating, the indicator observes that has developed very well amount to 15 children, the indicators gather information that has developed numbered 14 children , the propose activities that has developed a very good indicator amounted to 13 children and reasoning are developed very well amount to 12 child.

This is consistent with the data that is assessed by means of observation checklists with information undeveloped, began to grow, develop according to expectations and growing very well. Where children are grown on the activity observed, ask, gather information, associate and communicate during the process of learning takes place inside and outside the classroom. In accordance with the results of observations conducted guidelines, children who are in Beringin kindergarten District of Gorontalo city Dungingi on scientific learning has been growing. There are five indicators in the observation that:

Observing

Observingis performed to determine such things with senses such as seeing, hearing, breathing, feeling and touching. From the results of research conducted through the results of the first semester (odd) on the scientific study shows that some children have not developed the indicators observed by the number of 10 children of a number of 20 children. This is because most of the children are still less focus on the object / objects being observed by the child, frequent delays of children coming to school and is still a lack of resources in the form of a real child observation.

After the application of the scientific approach to the learning process in the second half (even) has suggested that the B1 group on scientific learning activities already developed very well with a number of 15 children, developing according to expectations amounted to 2 children. So that the result of observing indicators of child well-developed amounted to

17 children from 20 children. This shows a good result, because in the learning activities of scientific indicators to observe that in the second semester, more children are given the opportunity for teachers to play an active role in learning activities scientifically as children can observe the object / objects to be studied, can feel the difference in taste, distinguish between smooth and rough texture and can perform some simple science experiments such as experimental objects floating, floating and sinking.

Ask

In the scientific approach to learning is a child ask the parties. the question that arises is expected associated with the objects that have been observed by the child. Kids are encouraged to ask questions, either about the objects that have been observed as well as other things he wants to know. From the results of research conducted there are three children who have not developed the indicators ask that they needed guidance and direction from teachers. Teachers can also ask stimulating activities for children in advance using the methods of conversing on the subject being taught is so that children can understand more clearly the theme taught and children can do activities ask if there are things that are poorly understood by children. The result of the above discussion is supported by the theory that asking questionsis one measure to determine the level of understanding of the child after learning (Usman, 2010: 96).

Gathering Information

Gathering information is an activity undertaken by a variety of ways, for example: to do, to try, to discuss and summarize the results from various sources. Learning to use a scientific approach will involve the children in an activity to investigate the phenomenon in an attempt to obtain the correct information. From the results of research conducted on learning activities with a scientific approach to gathering information specifically indicators already developed very well with a number of 14 children, growing as expected with the amount of 3 children, began developing and underdeveloped 0 amounted to 3 children. In order to get the results of indicators to gather information for a child that has developed on indicators collected information amounts to 17 children from 20 children, the teacher gives kesempaan to children to try their own experiments made or mimicked, infer what children see and discuss with teachers and with peers about what children know.

The result of the above discussion is supported by the theory that the repeated observations of the several objects and events with

interpretationcommunicate, the child looks very pleased with the media given by the teacher, the child is very excited to create a work according to his desire. Teachers provide opportunities for children to be creative in accordance with the imagination, but still refers to the themes that are taught, in the event a child is very active role so that all aspects of the existing development in children is clearly visible.

Reasoning

Reasoning is the ability to link the information already owned with the new information obtained so as to get a better understanding about something. From research conducted obtained results of research on learning scientific in children in group B on the learning activities of scientific, especially indicators of reasoning has been developing very well with the number of 12 children, growing as expected with the amount of 3 children, began to grow with the number 2 children and underdeveloped totaling 3 child. So that the results obtained from the indicators make sense for children who thrive on making sense of the indicator amounted to 17 children from 20 children.

Comunicatting

Communicating is an activity to pass things that have been studied in various forms, for instance through stories, movement, and by showing the results of his work in the form of images of various shapes from dough, dolls from papier-mache, crafts from recycled materials and the results of webbing. The results were obtained data on the activities of communicating, the child looks very pleased with the media given by the teacher, the child is very excited to create a work according to his desire. Teachers provide opportunities for children to be creative in accordance with the imagination, but still refers to the themes that are taught, in the event a child is very active role so that all aspects of the existing development in children is clearly visible.

CONCLUSION

Based on the results found in this study can be summarized as follows: 1) From the data on observation shows that children are able to perform learning science by using scientific learning approaches such as the activity observed, ask, gather information, reason and communicate the child is already well developed in accordance with the child's age and developmental level of the child's learning needs. 2) Using a scientific approach to learning science starters very influential on children's

knowledge, the value of spiritual / religious character of the child and the child to think scientifically and critically.

In closing this research report some suggestions need to be presented are as follows: a) The scientific approach to teaching science in the beginning, teachers should use teaching media in the form of objects / objects are concrete or in the form of pictures related to the theme being taught. b) Teachers need to motivate to conduct learning activities in particular on the activities of communicating produced in the form of a work so as to produce works that "innovative" and can provide a whole array of tools / materials used by children and the need for assistance in learning activities science starters with the application of scientific learning approach so that children are able to think scientifically.

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THE STRATEGY IN EMPOWERING
THE INSTITUTION CHARACTER BY HEADMASTER
AS AN EDUCATIONAL LEADER

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ABSTRACT

The development of education and schooling from time to time not only been on the aspect of their institutions, but also on the role and core of the content carried out and taught, in accordance with the direction of government policy and global trends. The empowering the character had been becoming an issue the government to be realized. Each learner must be integrated the character values for their nowadays and future era. As a change agent, the principal strategic positions must guarantee to make it happen. The school principal is the key figure and strategically having strong position to strengthen the character. Therefore, it is important to principals to know various strategies to strengthen the students' character, especially in accordance with the global trends and development.

Keywords: characters institutes, principals, educational leaders

Leadership is an activity in organizing the physical resources to achieve organizational objectives effectively and efficiently (Gordon, 1991). In particular, school leadership is a behavior that depict human relationships in performing the tasks of school organization, even the leadership is seen to have close links with the personality. Leaders as part of an organization with a strong vision.

Leadership will run effectively and efficiently if there is consistency between the values of leadership are believed to conduct the implementation of (Robbins, 1999; Owens, 1991). Comprehensive study conducted at Ohio State University suggests the dimensions of the smoking behavior of leaders initiating structure and consideration (Robbins, 1999). Initiating structure describe the relationship managers and subordinates. While consideration is the behavior of brotherhood, confidence, warmth, interest and respect. Both of these dimensions give birth LBDQ (Leader Behavior Description Questionnaire) which indicates that these two dimensions are separate but not contradictory factors that lie in the continuum line four quadrants. Another study by The University of Michigan also put the behavior of leaders associated with the benchmark performance effectiveness (Robbins, 1999), which found the two forms of leadership behavior, which is production oriented leadership and employee-centered leadership, which by Likert is classified into three types of leadership behavior, namely: 1) task-oriented behavior, 2) relations oriented behavior and 3) participative leadership. According to the study, generalize effective leadership behaviors include effective leaders tend to: 1) establish a relationship with a subordinate who support and uphold respect for, 2) using the methods of the group in the supervision and decisions, 3) develop criteria high.

Various research leadership in context and different cultures in the decades to conclude that the values of honesty, integrity, solidarity towards the truth, and deep involvement emotionally and personally on all the organization's personnel is seen as the main determinant for the success of the practice of the leadership of an organization (Brown and Townsend 1997; Kouzez and Posner, 1991; McEwen and Salters, 1997; Sale, 1997; Swann, 1998). Desire for the authentic presentation of the values of integrity and truth appreciate the variety of contexts and cultures by the overall organizational resources is the fact and must be fought and revealed (Bhindi and Duignan, 1997; Duignan, 1998; Juharyanto, 2012). Authentication of these values trigger inflammatory spiritual motivation organizational and significantly impact on the birth of human empowerment organization that strengthens mutual achievement of organizational goals and was perfect (Covey, 1992).

From some research on educational leadership at the school, it was found that "lust" accomplished solely through strong leadership awareness is pushed firmly into the individual all stakeholders of education inspired by the example of "lust" outstanding principals in the form of a tangle of meaningful interaction through the use of value- value-based leadership with a variety of cultural contexts adjustment consistently (Juharyanto, 2012). Leaders are not just aware that they were with him, but farther and in that they are human dynamic that has ideals beautiful in the

future and needed a place and an opportunity to develop optimally for the purpose of the organization as a learning community they (Duignan, 1998; Fullan 1995; Keefe and Howard, 1997; Sackney, 1998; Sergiovanni, 1996; Juharyanto, 2012; Juharyanto, 2014). Therefore, effective leadership will only happen if the ethics and values of leadership was fundamental to the leader in carrying out its leadership (Brown and Townsend, 1997).

The concept of leadership ultimately must be interpreted in the context of a broader, more meaningful and more relevant to the real life of the community and trends. (Juharyanto, 2012). Finally, it should be realized that not only focuses on the leadership ability to influence others, but rather the power to stimulate awareness of others through the exploration of self-awareness of strengths together to achieve organizational goals. Leadership is basically a process of education and indoctrination humanist values of personal character in the context of the organization in the current global developments that surrounded him. Leadership in charge of exploring and developing the strength of character of the whole system of intersubjective approach based organization with global trends.

CONTEXT
Trend of Global Education Overview and Trend Global Education Practice

Globalization is a form of realization of the ultimate goal of integration of the various aspects of multi-region must be addressed wisely and appropriately by education. There are at least four things that will be the focus of globalization, among others, the first, multi-region countries into a unified production of multi-regional territories. Meanings wise to various global characteristics become an important part in the decision process of reflection determining educational organizations.

Second, globalization impact on competition is high, requiring a policy that includes competition policy, consumer protection, Intellectual Property Rights (IPR), taxation, and E-Commerce as well as integrative and comprehensive, views of leadership. Third, globalization has become the region's economic development as the basic reference in the size of human welfare. Competitiveness and dynamism of economic business will be enhanced by facilitating the development of human resources in terms of capacity building, finance, and technology. Fourth, globalization will be fully integrated on the entire sector, including the education sector.

Based on the four focus globalization, the gap between countries in the region are becoming increasingly small, certainly if it is supported by a balanced human resource capability. Although in some respects Indonesia also benefited from the production of goods that are not owned by the state of other areas, but if the quality of Indonesian human resources is not made significant progress, it is not impossible, Indonesia, with the largest population that is attached to mental consumptive, shocked, instant, and so only the main target countries in the region that have quality human resources (production) level. The primary key in the face of this is improving the competence of Indonesian human resources in order to utilize the comparative advantage into competitive advantage, with efforts to increase competitiveness of national human resources (Siradjuddin, 2014) and global.

The practice of education in a globalized world dominated by global product devices are getting stronger. Education does not only proceed in the traditional form, but more will be (were) takes place without limits of space and time. Education global era will undergo metamorphosis into education "without classrooms" (classroom-less) and without paper (paper-less) based e-paper, in which the central beliefs of learners and the community will be shifted to the product data and information technology based software, compared to the educators (Juharyanto, 2014).

The response to the presence of the globalization trend is certainly to be supported by reliable human resource capacity, strong mastery of science, foreign languages and technology, and a commitment to strong leadership and the ability to make itself as a model (*uswah*) powerful agents of change. Efforts to improve the quality of human resources can be reached with the efforts of synergy between government, business, and academia to establish competency standards of professionalism in each sector. Acceleration improving the quality of human resources to compete in the face of global 2015 must be implemented in order to achieve progress and catch up with other countries. The response to the global trend of course is not only a personal effort of everyone in the organization.

Strengthening local characteristics should be based on potential personal organizational agreement. However, the existence of an educational institution, whether consciously or not be the main backbone is expected by society to be able to prepare their students to become citizens of the generation of reliable global era with a stick to local characteristics. Educational institutions must make an effort respite before suspending its citizens. Naturally, the leading figure in carrying out these efforts are in themselves the principal.

Building Character Education Institutions

Character education includes moral dimension reasoning, moral feeling, and moral behavior (Lickona: 1991), or in the sense of the whole as a morality that includes moral judgment and moral behavior both prohibition-oriented morality and pro-social morality (Piaget, 1967; Kohlberg; 1975; Eisenberg-Berg; 1981). Character education should be developed by applying a holistic approach, with the understanding that "Effective character education is not adding a program or set of programs. Rather it is a transformation of the culture and life of the school "(Berkowitz: ... in goodcharacter.com: 2010). Lickona (1992) states that: "In character education, it's clear we want our children are Able to judge what is right, care deeply about what is right, and then do what they believe to be right-event in the face of pressure form temptation from without and within.

System fundamental values of an organization that is efficient are the values that built and strengthened through the form of value-based leadership strong and actually practiced by leaders with a shape model, thus binding the whole system organization into a homogeneity of characters that reinforce the organization itself , The value system is "conceptions of life in the mind as citizens on matters that should they deem is valuable in life" (Koentjaraningrat, 1982: 2), while the behavior is a "function of people's interactions with the environment" (Owens, 1991: 178). The products of interaction that could take the form of good behavior that brings a sense of security, satisfaction and others and bad behavior that can bring a sense of fear, hatred and others. In the organization, according to the theory could be "office holders" (Owens, 1991: 69), "employees and customers" (Robbins, 2002: 17), and both interact with their environment.

In this case the leader of the organization can start by creating a vision that would be credible by the members, communicate that vision all of the citizens of the organization and then institutionalize this vision through a variety of behaviors, rituals, ceremonies, and symbols, as well as through the system and the organization's policies (Vishnu and Nurhasanah, 2005: 263). Values-based leaders of character will gain the trust and respect of all members of the organization when leaders are able to concretely demonstrate their passion, persistence, struggle and sacrifice in carrying values of organizational character. Strengthen character education institutions significantly strengthening the values of characters (good and

right) into the leader's personal self itself. The success of self-affirmation would affect the character modeling the response by all the resources in the school system itself.

Every human being must have a positive character in the form of a positive attitude in view of the general public. A positive attitude, among others, optimism, faith, attitudes quickly recovered, sportsmanship, enthusiasm, sensitivity, humor, gratitude, humility and hope. Those virtues undergoing a process of internalization and dissemination into the individual and social relations in the organization.

Allport (in Suryabrata, 1984: 148) does not distinguish between the character (character) personality (personality). Both are dynamic organizations in the individual as a system that determines psychophysics unique way of adjusting to the environment. Character is used in a normative sense. In the original language, Allport calls "character is evaluated personality", otherwise "personality is character devaluated". According to Allport man is an organism that at the time of the birth in childhood are biological beings, then changed / developed in adulthood into individual ego is always evolving.

Denison (2000: 42) states that culture can affect the performance of the organization, organizational culture model is based on the properties of cultures of involvement, consistency, adaptability and mission. Wijanarko (2006: 63) states the values and norms to control the behavior of members of the organization, so that the culture of the organization will form a certain pattern of behavior of its members. Thus, the character played by principals as educational leaders to be very important and very powerful in determining and developing the organization's culture.

Principal as Amplifier Models Character Institution

The principal is a professional officer in the school organization responsible for managing all organizational resources and cooperate with teachers in educating students to achieve educational goals and to understand all the needs of the school. Professionalism principals can be achieved when they fulfill certain requirements and criteria that have been applied in the Minister of National Education (Permendiknas) No. 13 of 2007. Hanson (1991) states that the principal is able to perform its functions based on the duties and responsibilities, then a school principal should have the competence, which later became one of the basic references issuance of policies on certification of educators (Bafadal, 2008).

There are five competencies required of the principal in accordance with Permendiknas (Minister of National Education Regulation) No. 13

in 2007, namely: personal competence, managerial, entrepreneurial, and social supervision, although implementation is often hampered for several reasons. Such as low mental principals, lack of motivation and spirit as well as the lack of discipline in doing the task, and often arrive late, insight principals are still cramped, even ambiguity implementation of the realm of the political on the basis of vested interests it often obscures the role of the principal professionals to improve the quality of quality teachers and quality of education nationally (Eferakaya in Ololube, 2007), because of the school's existence cannot be separated from political terminology (Cherian, F. & Daniel, Y., 2008). Within the framework of this, the socialization of organizational culture (Wasis D. Dwiyono, 2008, and Raihani, 2007) needs to be done in the context of the consistency of the spirit of decentralization (Tony Bush and David Gamage, 2001) in order to make the process of change in schools become more qualified and able to strengthen values character to the entire academic community of schools, particularly students.

The school principal as a leader not only teaching, but also as a change agent (agent of change) and the facilitator of the real work in the school reform (Wohlsetter, 1996). Bafadal (1995) found that the success of the process of implementing changes in primary schools supported by internal agents, especially the principal.

Research related to the theme of change in primary schools has been carried out following the findings that should be used as reference for developers and practitioners, including Lezotte, et al (1983) who studied the effect of the characteristics of effective schools on learning achievement; Purnell & Gotts (1983), which examines the involvement of parents in guiding children at home; Goodlad (1975) who studied the success of the school; Frymeir, et al (1984) who studied a hundred schools either through changes; Gibbons (1986) with a research emphasis on effective schools research through the implementation of the School Improvement Program; Barozzo (1987) which examined the effectiveness of schools by emphasizing the special teaching program; Rutter (in Sergiovanni, 1987), which examines the key role of principals for improving the quality of student output; Davis (1989), which examined the effectiveness of schools and teachers effective; and others. Various studies indicate the importance of the organization of the school as an integral part to accommodate the creation of a good school (read: effective,

quality), which organizationally is largely determined by the principal.

Of diverse opinions above is known that the principal is the key to a crucial change in the direction in which the school is desired. The principal is the first and main responsible for the success of the character strengthening resource educational institutions. Failure and success are strengthening entirely the responsibility of the principal, as the industry leader and agent of change in schools. In short, modeling principals visualized into the attitudes and behavior characteristic in daily attendance, the key factor for the success and failure of educational institutions assisted.

Institutions Character Education Strengthening Strategy

The principal is a professional officer in the school organization responsible for managing all organizational resources and cooperate with teachers to reinforce character values to students through education and teaching in schools. The school principal is a teacher plus his post as principal for its expertise in aspects of knowledge, attitudes, and skills. Overall these aspects blend into oneself fully and proportionally to become a different person when compared with the presence of teachers and other administrators. Thus, strengthening the character to the whole resource, the task is not difficult for principals with the stock-provision the perfect aspect of competence. In fact, not all principals are able to do strengthening the character. School principals are often trapped in the dominance of administrative and technical activities, where they basically are also required to carry out such other functions as leaders, managers, and supervisors at his school. A good understanding of these functions need to be internalized and improved as a guarantee of strengthening the character of students, as mandated by law. In addition, some of the strategies that can be done to strengthen the value of the principal characters to the learners, among others: 1) integration of the whole institution; 2) Integration of total competence into everyday aspects of school culture; 3) Strengthening the commitment of discipline; 4) cooperation with third parties; 5) On going monitoring and evaluation; 6) Routine Reporting Progress; 7) Open reflection (Juharyanto, 2015).

The main priority in strengthening the character is through the planting of educational values that strives to maturing whole man. Suwarno, (1985) stated that in order to pass these education efforts, the school cannot do it alone without the involvement of other parties, namely the family and society. That awareness has consequences on schools to constantly coordinate intensively on strengthening the character of the

students as part of the family and the community, receiving feedback, and plan the same precautions in treating learners. Involving the community and family resulted in increased public awareness of school programs, as well as platforms for third parties to find a solution to all the problems associated with the weakening of the character he wants, and to strengthen it together.

One aspect that is emphasized in the process of internalization of values-based character in the process of character development of students is the value of professionalism and competency awareness of himself as principal. Moving the students to always apply the character values should be done through the example, where the principal realizing values of competence in real life every day. Moving the learner's meaningful presents stimulus good values through the embodiment of these values in the presence of everyone, especially the students. Integration of the values of these characters can also be done through visualization of the character values that are integrated with educational aids openly spread into every aspect / infrastructure education unit.

Strengthening of the character is closely linked to the strengthening of discipline commitments. Commitment discipline should be built on the basis of individual potential learners. By implication, the performance indicators of discipline among different individuals, as different disciplinary action they will receive. Rules within the framework of the enforcement of discipline to build character prepared by schools, so that uniform, is an indication not accommodated aspects of individuality learners.

Awareness of the importance of the involvement of the institution and the amplifier amplifies the value of the character in character values learners should be nurtured and strengthened to all school resources. Implementation of cooperation with various institutions also seem to deserve more serious attention from the principal. Particularly firmness roles and definitions of coordination between them, ranging from forms of coordination, monitoring and evaluation systems, as well as the clarity of character building and values of integrative of the internalization of the desired characters. Activities comparative study, paramedics overnight, internships, bring in speakers, outbound activities, and others are some examples of third-party cooperation. Empowerment school committee as an organization that has the ability to observe legal in character of the people, it becomes very

important to do. The characters are developed would remain based on the loyalty of the people, in which the school committee have the knowledge and experience about it.

Strengthening monitoring and evaluation of the characters refers to the principle going on monitoring and evaluation. The activity was carried out with a view to be able to reflect on all forms or performance reinforcement characters performed by students and the entire school resources. The activity is not limited by time and place, long lasting time and in all conditions. Each resource has a relatively equal role in conducting these activities.

A progress report achievement strengthening character should become routine and planned perfectly. Routine activities often are not ignorant of the substance of the activity itself. As a result, activities for the sake of activity is only done in order to abort the scheduled obligations. Therefore, these activities should be planned in such a way that the substance of his progress report to produce constructive conclusions for the improvement program to strengthen the three characters together among existing education centers. Every effort to strengthen the character should be reflected openly by all the parties involved. Reflection is done through Bergama approach, either one-way reflection, two-way reflection, reflection and multi ways, depending upon the scope, resources, and performance targets learner's characters.

Besides, according to Bezzina (1995), there are several strategies that were developed in the context of decentralization and institutional transparency, among other things: 1) Develop a vision; 2) Main Ideology; 3) Meeting the Challenge; 4) learners; 5) imagination; 6) promoting values; 7) empowerment; 8) collegial leadership; and 9) heroic.

Research conducted by Buell, 1988; Champy, 1995; Fullan, 1995; Terry, in 1993, concluded that the effectiveness of a change is determined by the development vision properly distributed to the entire organization. This condition requires wisdom and faith institutions to cooperate more on helping institutions under it shape their future through the formulation and development of their own vision, of course, the vision that in-breakdown of the vision and mission of the institution on it.

The main ideology is defined as an organization's character, whose existence becomes adhesive for each institution to develop and move forward together to realize the vision in one bond of harmony normative regulative. The main ideological cover basic values, core purpose, and envision the future.

The basic values are very important and enduring presence for an organization that is in the process of learning. The basic values are rooted in the values legalistic recognized as true by mass

(perineal). The values of honesty, trust, integrity, working monkey, efforts to repair themselves endlessly, empowerment and creativity, services, and mindset, attitudes, actions holistic, should not change because of the changes that occur on the outside, but rather be the best reference for the occurrence changes in organizational systems (Collins and Porras, 1996). The core objective is more emphasis on the reasons why the organization was held, created or formed. The core objective which can effectively help members reflect ideally motivation in achieving organizational goals.

Envisioning the future is to set goals and a clear strategy to achieve the goal in the future. Fritz (1996) states that the development of an organization is determined by the clarity and firmness of purpose the mission statement of the organization. For organizations that are always learning, the mission will not be meaningless if the mission does not possess an inner self-educator, patterned on the attitudes and actions, then drift off to all corners of the organization (inner edge) is extrapolated into the formulation of objectives more concrete and realistic. Thus, the strategy also includes the formulation of indicators or success criteria as the basis for clarification of the terms of the dimension of time, effort, cost and the activity itself (Ainscow et al., 1996).

The failure of educational practices in the context of the decentralization of education by promoting independence and autonomy over the management and leadership is not entirely successful. The cause is an act done in preparing the resource leaning on a technical level conceptual aspects that require change, and less attention to the human aspect characters (Bezzina, 1998). Effective management for an organization, it cannot be taught, because the management is not just a collection of mechanical task, but the character interaction humanistic (Bell and Harrison, 1998), and an emphasis on the aspect of character humanistic have an effect on the future leadership of the effective (Adair, 1983 ; Mortimore and Mortimore, 1991), and integrated with humanistic character, which according to Duignan (1998) is the leader of the "full-blooded creatures who are politically and spiritually aware, Earthly and practical. The principle of lifelong learning should be upheld and practiced by the leader (Crowther and Limerick, 1998). Leaders need to promote an environment in which active learning can occur. Learning needs to be seen as a social activity (Downs, 1995) in which everyone has a role to play in helping people to learn.

Visionary leaders always make "mental leap" by changing "conditions are not possible at this time" to "should be in the future". They are always bound by the imagination so that the commitment and high creativity, childbirth new energy and a new way of life-sustaining organization. An important characteristic of future leaders constantly strives to be a model / example and communicate his example through the depth of beliefs and ideas as well as his daily behavior, or according to Boyatzis (2010) is called the resonant leader. The leader of the global era into a creator of value system once the center echoes those values which then reverberate around the entire corner of the organization according to certain principles are recognized reliability or Covey (1992) called a value system centered around Principles. Leaders would do well to seek to attach behavior management and leadership to the principles of personal integrity, credibility and trusting relationship (Kouzez and Posner, 1991), and a commitment to ethical values and morals such as compassion, humility and service (Juharyanto, 2014) so that the organizational structure, processes and practices to be built, maintained, preserved and developed. Of course the value of the promotion will run well when framed by the principles of al *Muhafadatu 'a laa Qodimis Sholeh wal Akhdu bil jadidil Ashlah* (in Juharyanto, 2012). Subordinate sometimes admire leaders who delegate their authority, which makes subordinates feel strong and capable. Underling handed back the trust, support and praise to the leader, and this helps to strengthen the leadership and vision of the organization. Leadership cannot be the prerogative of one person. Future leaders need to be trained to master the art of shaping the team, in collaboration with the team rather than directing and giving orders. Collegial leadership encourages prolonged resistance organization.

Management basically have a heroic dimension because it is always in touch with the challenges and the pursuit of success and there is no reason to run away from responsibility (Teal, 1996). Leaders are confident and always willing to challenge himself to do a lot of things that probably seemed beyond her abilities and at the same time always willing to accept the challenge of internal and external organization.

CONCLUSION

From the foregoing description it can be concluded among other things:

1. Globalization was inevitable and unavoidable, as the impacts inherent with it. To the school as a leader educational institution is obliged to make himself as a model for strengthening the competence and global character-based local values.

2. Human Resources quality produced only by quality education run leader who also qualified.

3. Strengthening characters into educational institutions can be done through various strategies, among others: 1) integration of the whole institution; 2) Integration of total competence into everyday aspects of school culture; 3) Strengthening the commitment of discipline; 4) cooperation with third parties; 5) On going monitoring and evaluation; 6) Routine Reporting Progress; 7) Open reflection; 8) building a culture of independence; 9) develop a vision; 10) confirms the main ideology; 11) establish the readiness to face challenges: the learners, the imagination, the promotion of values, empowerment, collegial leadership and heroic spirit.✍

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VALIDATION OF THE PSYCHOLOGICAL RESILIENCE SCALE AND IMPLICATION FOR GUIDANCE AND COUNSELING PRACTICE

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ABSTRACT

This study validated of a Indonesian adaptation of the psychological scale of the resilience youth development module (RYDM) for secondary school version. This scale measure six psychological factors hypotheticthat associated with student's academic success. Sample of 158 seventh grade students from five secondary schools at Singaraja, Bali (47.4% male and 52.6% female, with age range 12-13 years). The construct validation using exploratory factor analysis (EFA) method, with SPSS 22.0. Five iteration of the EFA produced 14 items of 18 items tested, which make up 5 a factor of 6 original factor in the scale. This five factors formed (of 14 items)are remains consistent with the conceptual basis RYDM in the original instruments used. Implications of the results for the practice of guidance and counseling in schools is discussed.

Keywords: resilience scale, validation

A core goal of school counseloris to provide flexible and responsive services for adolescents who are experiencing mental health challenges that MIGHT inhibit transitions to upward-spiraling, positive developmental trajectories (Masten, 2001). One component of this overall effort is to search for and monitor psychosocial experiences via the administration of whole-school surveys as part of universal mental health screening assessments (Dowdy et al., 2015; Moore et al., 2015).

Every student has the possibility to dealing with various difficulties, obstacles and psychological pressure (stress) in academic activities as well as their development tasks. The students in secondary school, they were faced with the complex of academic and developmental tasks that cannot be completed by students easily. Students often failure to solve this problems, and then trigger the emotional stress such as high anxiety, social problems and other issues.

Children and youth develop into mature adults depending on the extent of intrinsic assets such as perseverance, efficacy, self-esteem, and active avoidance of risk-taking behaviours, and extrinsic assets such as living in a nurturing environment with supportive parents, having a non delinquent peer group and experiencing a healthy school climate (Armstrong et al., 2005; Lerner et al., 2003). When faced with adversity and risk, some youth will survive and even thrive, while the others will succumb to risky and possibly self-destructive behavior.

Measurement of resilience is needed to identification of modifiable factors that can be used to inform research and policy to help youth capabilities thatis required to cope adversity during normative and non-normative developmental transitions.Resilience is a set of capabilities that students use to successfully come to terms with his failure, emotional social overcoming difficulties that can lead academic activities with high academic achievement results. Resilience is a psychological construct the which includes several capabilities that contribute positively to students' academic achievement and healthy development.

Resilience is defined as a positive adaptation ability to succeed in the face of pressure risk. The proposed model of resilience Benard (1995) suggested that the characteristics of students who have resiliency characterized by (1) the ability to obtain a positive response from others, thus forming positive relationships with teachers and peers; (2) the ability to solve problems related to planning and decision-making on an issue that accommodate the views and self-control as well as strategies to get help from others; (3) autonomous concerning the identity and the ability to act independently and control the environment, and (4) positive aspirations and goals that include its realistic goals, expectations of a healthy, persistence, and a view towards a bright future.

The Healthy Kids Survey (HKS) is a comprehensive, student self-report tool for monitoring the school environment and student health risks (Hanson & Kim, 2007). The CHKS is a school-focused questionnaire that measures risk and resilience factors through student self-reports. It has been used in research examining factors Influence of smoking and drinking behaviors (Kim & McCarthy, 2006), teenage pregnancy (McDonnell et al., 2007), asthma Among Hispanic and Asian students (Davis et al., 2006), and risk factors

associated with school violence (Furlong, et al., 2001). One component of the CHKS is the Resilience Youth Development Module (RYDM)(Constantine & Benard, 2001; Constantine et al., 1999; WestEd, 2009).

The full RYDM contains 56 items that were designed to measure the internal assets (personal strengths) and external resources (protective factors), all of them have been linked to positive developmental outcomes (Benard & Slade, 2009). There is an elementary and secondary version, however, the focus of this article is on the secondary version for internal assets subscales. This study analysis the internal assets original 18 items were developed to measure six-core constructs based on Benard's resilience model (Benard & Slade, 2009). As the RYDM has been used in California and additional analyzes completed, clarifications to its underlying structure and content have been reported. In a detailed analysis, Hanson and Kim (2007) found that the number of items could be reduced due to differential item functioning (across racial-ethnic groups or by gender), inconsistent factor loading patterns, or cross-loading items across factors. Therefore, this study uses the 12 internal asset items identified by Hanson and Kim (2007) that measure four areas of personal strength: self-efficacy, empathy, problem solving, and self-awareness.

Previous research conducted Hanson & Kim (2007) have provided evidence supporting the psychometric properties of the instrument RYDM and showed that at the school level sub-scale psychological or internal assets is positively related to index of ranking's academic performance (Hanson & Austin, 2002). However, given that this RYDM developed as a population-based surveys, there is limited evidence supporting the use and interpretation of the youth students in Indonesia, into account individual differences (cultural, racial, demographic, and so on).

Therefore, the purpose of this investigation is to adapt the psychological scale version RYDM secondary school into Indonesian. This study uses 18 original items from RYDM psychological subscale that measures the ability of cooperation and communication, self-efficacy, empathy, self-awareness, problem solving and goal aspirations (Constantine & Benard, 2001; Constantine et al., 1999).

METHOD
Translation process of Psychological Resilience Youth Sub-scales Depelovement Module (RYDM) from English to Indonesian involving linguists from UPT Language Ganesha Education University, Singaraja. Administrating scale was done through a survey using respondent amounted to 158 of 7th grade

students from five secondary schools at Singaraja. From the 158 respondents, 47.4% male and 52.6% female, with age range 12-13 years. Charging is done by the respondent resilience scale by selecting one of four alternative answers are provided for each items, (1) not at all true, (2) a little true, (3) pretty much true, (4) very much true. Construct validity of methods using exploratory factor analysis (EFA), the which is done use SPSS 22.0.

RESULTS AND DISCUSION
Results
The first iterationof EFA (18 items, n = 158) showed the Kaiser-Meyer-Olkin (KMO) is 0.638 and the Barlett's test were significant (p <0.001), indicating that the sample size are adequated. Anti-image Matrices value in item 7 is 0.484 (p> 0.5), so thus item 7 is deleted. The second iterationEFA (17 items, n = 158) showed a value of 0.655 KMO and Barlett's test values were significantly (p <0.001). Anti-image Matrices in all items (17 items) showsignificant values (p> 0.5). Extraction communalities of item 8 is 0.432, less than the required extraction (> 0.5), thus itemdeleted from the analysis.

Analysis of the third iteration(26 items, n = 158) show KMO is 0.658 and significantBarlett's test (p<0.001), Anti-image value of items 4 amounted to 0.493 (<0.5) thus deleted from testing. Analysis of fourth iteration (15 items) KMO value 0.691 and indicates the significant value of Barlett's test. Anti-image output Matrices on all items show anti image value significantly (p> 0.5). However, the value extraction communalities item 1 of 0.477 less than the required extraction (> 0.5), thus deleted from the analysis.

Fiveth iteration EFA (14 items) showed the KMO value 0.688 and significan Barlett's test (p <0.001). Anti image value on all items (14 items) is above 0.5, (p>0.5). Matrices Anti-image as well as the value extraction communalities show anti image value at 14 items was tested is above 0.5 (> 0.5). Thus the factor analysis of five iteration, using 14 items have met the test requirement exploratory factor analysis.

The next step is an assessment of the factors that are formed are summarized in the table 1.

Interpretation of the items forming the five factors in table 1 are based onsignificant loading factor. Loading factor under 0.40 is not written and the items are sorted by loading each item in each factor. Factor 1, 2, 3 and 4 has three items with significant loading and a factor 5 has two items. Each factor is given a labeled name of factor based on the items that form. Factor 1 is formed by items 10, 11 and 12, are based on factors originated from factor problem solving then it remains to be named as problem solving. Factor 2 was formed by items 13, 14 and 15 is labeled as self-awareness factor.

Factor 3 is formed by items 2 and 3 (derived from the factor of cooperation and communication) and item 9 (derived from factors empathy), to reflect two of the determining factors are then given a new name as a social skills. Factor 4 is formed by items 16,17 and 18 were named factors goal and aspirations. Factor 5 was formed by items 5 and 6 remain named as a factor of self-efficacy.

Validation of factors is an important step in the factor analysis, especially when trying to determine the underlying structure between variables. Optimally, the measure used is a factor validation analysis via confirmatory factor analysis, such as structural equation models, but the type of follow-up is often not feasible. Another way, which can be used in the validation effort is a factor with a separate sample analysis or conduct the analysis with new sample (Hair et al., 2010). In this study, the way used to test the stability factor is formed by way of a split sample analysis.

The first step in the validation process of these factors is splited the sample into two equal samples of 158 respondents, the estimation models to examine the appeal factor. Table 2 shows the loading factor on varimax rotation for two-factor model, as well as extract value communalities. As can be seen, the two rotation varimax quite comparable in terms of loading and communalities for all items.

Based on the results of table 2, it can be seen that all items forming factors identified in earlier testing stable adequacy of forming a common factor in this analysis in the first and second iteration. The results of the analysis of item-total correlation on each item (n = 158) showed Cronbach's Alpha value more than 0.777. With this result, can reasonably believed that the factors which form is stabled at these samples and fit for use in wider population.

Discussion

Table 2 show summarizes the means, standard deviations, and t-values of each factor and the overall sample by gender. This test involves a sample of 158 respondents comprising 75 Male (47.4%) and 83 Female (52.6%). The comparative factors in the sub-scale psychological resilience by gender shows that there are significant differences between respondents of women and men in self-awareness factor with t value of -3.043 (p <0.05) and the factor of self-efficacy with t -1.068 (p <0.05). While on other factors, namely problem solving, social skills and goals and aspirations as well as the overall resilience is not a significant difference.

Construcs validation results version of junior high school students have produced 14 items of 18 items tested, which make up 5 a factor of 6 original factor in RYDM. The results of exploratory factor analysis (EFA) in round five showed that 5 factors formed of 14 items used remains consistent with the conceptual foundation applies. These results are in line with the testing that has been done before by Hanson and Kim (2007), which shows RYDM psychological subscale version of junior high school students who produced four factors psychological resilience and consistent with the original instruments used and referenced conceptual foundation.

Analysis of all five rounds factors show that factor 1, 2, 3 and 4 are formed by each of the three items with a factor loading of each significant, meanwhile, a factor of 5 is formed by two items. The results of this analysis in fact does not detract from the six factors used in RYDM origin are used. But there is a merger of two factors into one factor, namely the factor of cooperation and communication and empathy factor merge into one factor labeled social skills.

Related with the conceptual underpinnings of resilience models proposed Bernard (1991; 1995; 2004) that cooperation and communication aspect is part of social skills which is defined as the ability to work, exchange ideas, and express feelings and establish effectively relationship with others. Cooperation and communication skills is one of the potential that encourages students to be able to locate and utilize sources of help from others in the face of academic difficulties. Meanwhile, empathy is also an important part of social skills (Bernard, 1991; 1995; 2004), which is a skill that directs a person to behave with compassion and give priority to the feelings of the others. Empathy is also about understanding and caring attitude with the experience and the feelings of others (Hanson & Kim, 2007). The description indicates that the skills of cooperation or communicate very closely related to empathy, even a single integral part. Skills in cooperation and communication without being accompanied by empathy can not achieve the result of cooperation and good communication. Because, basically, everybody feels comfortable to interact, cooperate or communicate with people who understand and appreciate the feelings and thoughts.

Stability testing of five factors (comprise 14 items) resulting from the analysis of five rounds to use methods *split sample analysis.*The analysis showed that the 14 items forming five factors identified in earlier testing stable adequacy of each fixed form factor similar to the analysis in the first and second rounds. Meanwhile, item-total correlation analysis on the each items (n = 158) showed Cronbach's Alpha value more than 0.777.

With this result can reasonably believed that the factors which form stable at these samples and fit for use in the wider population.

Comparative analysis of the factors in the sub-scale psychological resilience by gender shows that there are significant differences between respondents of women and men in self-awareness factor with t value of -3.043 (p <0.05) and self-efficacy factor with a value of t -1.068 (p <0.05). While on other factors, namely problem solving, social skills and goals and aspirations as well as the resilience of the overall no significant differences between the samples of men with women.

Research limitations

Although this study has successfully demonstrated the validation RYDM psychological subscale to Indonesian secondary school version, the sample is limited only involves students in grade 7. To get a more varied response, future studies require involving a sample of students in grade 7-9 with involving the school population more lots and in the wider region. In addition, this study is limited to only a test of the psychological subscales (internal resilience assets), future research should also perform testing involves sub-scale for external assets.

Implications for Guidance and Counselling Pratice

Guidance and counseling is one component of the formal educational system in Indonesia. School counselors as a personnel executive for developing the psychological aspects that support the academic achievement and healthy development (Permendikbud No. 111 of 2014). In signs Implementation Guidance and Counseling in Schools (ABKIN 2007) also mentioned that the guidance and counseling in school settings have primary urgency to help the various capablities of each student in overcoming various difficulties or problems, realizing mental health, and success in academic, career and social. This description indicates that the school counselor as key actors in guidance and counseling services in schools must have a strategic role in developing academic resilience as a realization of optimal development of students. One of the efforts is to organize of counseling's programthat addressed to help students overcome psychological stress, helping students develop the ability to solve problems, improve the readiness of emotional and social competence as well as providing positive support needed for students when faced with difficulties, failures, problems in the academic and life.

Based on understanding of the factors that shape and influence the development of the resilience acording theory by Bernard & Slades (2009) and Grotberg (1999; 2012), counselorshave been developed the program that adressed to: optimizing the quality factors of individual (internal assets resilience) and revitalize external factors of a social environment that supports the development of the assets of a student's resilience (Winders, 2014; Nicoll, 2014). Correspondingly, Masten et al., (2008) also suggested the school counselors, teachers, principals and staff roles administration to colaborate as a promotive and protective factors in the lives of students to developing learning skills, a wide range of competencies, skills self-management, and other skills in carrying adapt to their social environment.

School counselors can contribute to the resilience of the students in a variety of academic guidance and counseling program that's independence, as well as efforts to promote a positive relationship between teachers and students, between students and the staff, and to all students. The efforts of advocacy or interventions aimed at protecting students from the negative influence of risk factors. School counselors can promote programs involving teachers, principals, administrative staff and all the students as collaborative partners in creating a climate conducive school environment ss well as a partnership or collaboration with the parents to create a climate conducive care at home.

Measurement of the psychological aspects of the resilience of students is one of the efforts for school counselors to understand the potential of strength the students. This is important because the practice of counseling and psychology in the school setting today are challenged to look at students as individuals who have the potential, assets, or strengths and sources of potenial from the environment (Seligman, 1999; Gallasi & Akos 2007; Akos & Gallasi 2008; Gallasi et al., 2008). This is also consistent with the Comprehensive and Developmental Guidance and Counseling paradims (ASCA, 2012).

Measurements of resilience can enable it to do identification of influencing factors, and can be used as information research and policy ideas to help students develop the capacity they need to overcome the difficulties during their developmental stages. Through the identification of resilience student, school counselor or school psychologist can design and conduct educational programs that are relevant socio-emotional resilience based on the condition of students.Based on the above, it can be argued that resilience is an aspect of a potential or strength of students is important to be understood by a school counselor or school psychologist. Understanding the condition

of the resilience of students associated with the resilience measurement efforts that require a measuring instrument. Results validation of RYDM psychological subscale is beneficial for school counselors as part of the instruments used in an effort to understand the psychological aspects that depeloving student resilience.

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THE HISTORY OF TURKEY IN THE NOVEL OF API TAUHID WRITTEN BY HABIBURRAHMAN EL SHIRAZY

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ABSTRACT

This study, entitled "The History of Turkey in the Novel of Api Tauhid written by Habiburrahman El Shirazy." The main problem is about the history of Turkey that has a unique position on the history of the world, especially in Europe and also the Muslim community which is portrayed in the whole story. The purpose of the research is, (a) to describe the elements of structure of the novel as well as the entanglement among the elements in the novel, (b) to find, understand, and to describe the historical proof of Turkey. This research uses qualitative method that has descriptive type, and also the sociology of literature is used as the approach while the conclusion technique uses inductive menthod. The conclusion of the research are; the first is the novel structure of Api Tauhid has traditional rule as the correlated, organized and coherent structure whether on plot, character, setting, and theme. Furthermore, it shows the entanglement of the story of the great Bediuzzaman Said Nursi combined with romantic love story between Fahmi and Nuzula. The second, knowing the touch of natural beauty of Indonesia, local culture of Indonesia met with Turkish's nature and culture depicted in the novel.

Keywords: turkish history, sociology of literature, and bediuzzaman said nursi

The novel as a work of fiction can contain values of society struggles. In the historical novel, historical values conveyed through stories created by authors drawn from the events of the past that really happened. According Nurgiyantoro (2013: 8) history suggests only events that never happened, bound and limited to the facts, though not infrequently there is also a manipulation of history. History is the most important thing to be learned by all of humanity as it is said in (QS.Yusuf: 111);

> "Indeed in their stories that there is a lesson for people who have sense. Al-Quran is not a made-up story, but justify (the books) were previously able to explain everything, and as guidance and mercy for those who believe. "

History can be obtained from various sources, one of them through a literary work. Novel in the science literature is a form of prose. One of the novel that contains the value of their history is Api Tauhid written by Habiburrahman El Shirazy. Novel of Api Tauhid by Habiburrahman El Shirazy tried to take the unusual setting, take the Medina and Turkey as a background where a story is told.

The historical value of the novel Api Tauhid can be understood carefully and there are interesting things, especially on the background of history that can give the impression and makes the readers imagine and recall the history of the Ottoman Empire and Turkey recognize leaders in the era of upheaval, Bediuzzaman Said Nursi. Therefore, researchers interested in studying the history of Turkey in Api Tauhid written by Habiburrahman El Shirazy.

Based on the background of the problems above, the focus of the problem in this research is the history of Turkey in Novel Api Tauhid written by Habiburrahman El Shirazy.

The Definition of Sociology of Literature

Sociology of literature is one branch of science to study literature. Endraswara (2008: 79) emphasizes the sociology of literature is research focused on human problems because literature often expresses the struggle of mankind in determining its future, imagination, feeling, and intuition. Furthermore Swingewood in Yasa (2012: 24) sociology of literature is aimed to connect the experience of the characters and author's situations imaginary with their historical climate. Based on some of these opinions can be concluded that the sociology of literature is literature research linking social aspect in a work of literature.

The Concept of Historical Values

History is an important part of the journey of a people, nation, state, or individual. According Sjamsuddin (2012: 9) term history of the Arabic word syajaratun which means "tree" that is similar understanding with salasilah (salsilah, genealogy), which means "family tree" (family tree; stamboom) later adopted into a

history that eventually are used in general that the same meaning to the term history as a result of a scientific study in English or in French histoire, Geschiedenis in Dutch, or Geschichte in German. Based on the opinion, the philosophical history depicts a family tree that has a close relationship between the roots, trunk, branches, twigs and leaves and fruit. All the elements of the tree are has very close relation.

According Poerwadarminta in Dien Madjid and Johan Wahyudhi (2014: 8) on the progress, the history of the Indonesian word refers to the word history (English). The word history, means (1) genealogy; origin; (2) events, events that actually have occurred in the past; (3) science, knowledge, stories, lessons about the incident and the events that actually occurred in the past; history. Based on the ideas, history has a strong linkage between the events of the past. On the other words, the history here is a science that

expands the development of society with a long poses once so that will be formed into an object of history.

According Daliman (2012: 5) understanding of history can refer to three terms, first, history as an event that actually happened (res Gestae), second, history as a story or knowledge of events that have occurred (rerun gestarum or full acta or scientia rerum gestarum), and third, the history as the value (value). Based on the opinion, that history can be divided into: history as an event, the history of science and history as a value.

Based on some of these opinions can be concluded that a history of incidents or events in the past related to human life, which has a close relationship between the past, present and future.

FINDINGS AND DISCUSSION

No	Unit	Quotation from the Novel	Turkey Historical Proof	Analysis
1	5	And that day, before the sun is directly overhead, the Muslims have been flying the flag of victory. That afternoon, Sultan Mohammed II entered Constantinople City accompanied by all the troops and their commanders. Sultan Muhammad II passes through the Gate Andrianopolis now known as Edirnekapi. (p.100)	Al-Munyawi (2012: 152) on that day, Tuesday 20 Jumadal Ula 857 AH / May 29, 1453 AD, before the sun is overhead, Sultan Al-Fatih has been at the center of the town accompanied by troops and their commanders while saying "Mashallah God! "He turned to them and said:" You really have become the conqueror of Constantinople who had reportedly by Rasulullah sallallaahu alaihi wa sallam. " Amiruddin (2013: 25) Sultan Mehmet II until given the title of Al-Fateh (Conqueror), being able to conquer Constantinople, a fortress that is very strong in the European world. Some of the previous king wanted to conquer Constantinople, but only when the Al-Fatih Mehmet can mnembus blockade the citadel. Following the war conquered Constantinople history illustrates, courage, tenacity, and intelligence of the king who is also a military leader.	The victory of Muslim people gained in conquering Constantinople is the effect of the great zeal, fueled by the story of the history of the past, where a fire spirit was transmitted by the Rasullah sallallaahu alaihi wa Sallam.
2	5	Since then, Sultan Muhammad II got the nickname Sultan Muhammad Al Fatih. At that time, he was only twenty-one years, and has led one of the most	Amiruddin (2013: 18) empire of the Ottoman Empire led by Sultan Mehmet II's famous name to Al-Fatih, thus its name to Al-Fatih Mehmet. Sultan is then able to defeat the Byzantines and conquered Constantinople in 1453 AD with the opening of Constantinople as the	History as the value is able to write every success. The success achieved in power will give you "immortal" Civilization. Power will always follow the success of any value.

		famous conquest in the history of mankind.(p.101)	strongest bastion of the Byzantine empire then open wider road towards Europe. Al-Fatih title precisely because he is able to conquer the city of Constantinople who never could be done by a number of previous sultans. Edyar, et al (2009: 143) he was known by the name of al-Fatih the Conqueror or appetizer. Because in his time the Byzantine city of Constantinople as the capital can be conquered. Mubarok (2008: 205-206) highlight the expansion carried out by Muhammad II (pngganti Murad II) so that the title of al-Fatih (Conqueror). Mohammed II conquered Constantinople (1453 AD) and was renamed Istanbul. Nurhakim (2012: 147-148), in particular the expansion forwarding is done by the Caliph Muhammad II Al-Fatih burglar, because of its success to conquer the last bastion of the Byzantine empire, Constantinople.	
3	9	There he read and studied the books of the day and night. The books of reference of the scholars are quite heavy as Jam'u al Jawami 'he finished with the brief.(p. 181)	Syauqi (vol.6: 764) and when Said Nursi are under the guidance of Sheikh Fathullah Afandi, he intensively within one week being able to read and memorize the book of Jam'ul Jawami'karya Ibn as-Subki. Tampubolon (vol.11: 3) Nursi classified pupil of genius. At the level of the madrassa, Nursi have been able to learn and memorize the learning material in the field of religious sciences, among them such as: hermeneutics, the science of hadith, fiqh, tasawwuf, and others. He was able to memorize and master more than eighty major reference book of Islam, they are: Book Jam'u al-Jawami ', the book Sharh al-Mawaqif, Tuhfah, and others.	History proves every civilization always breeds amazing people who have great strength.
4	10	No doubt, Sheikh Molla Fethullah amazed by what he saw. "Subhan allah, the incredible intelligence with extraordinary memorization strength in you. This is really extremely rare. You deserve to be called	Syauqi (vol.6: 766) and at this moment, as a result of his achievements, and the intelligence he has, Said Nursi widely known as Badi 'al-Zaman time or miracle, the name given to him a few years earlier by Molla Fethullah of Siirt. Tampubolon (vol.2: 3) thanks to the achievements and reputation in the field of religious sciences and non-religious sciences, as well as his skill in debate with a number of leading	Epithets will always be inherent for awesome strenght. This is the story of history that can't be underestimated or forgotten in the blink of an eye.

		Bediuzzaman. The wonders of the age. "It was the first time gained the nickname Bediuzzaman Said Nursi. Furthermore, the nickname that will be attached to his name, so often called Bediuzzaman Said Nursi. (pp.200-201)	scholars, but when it was new age around 16, Nursi was given the nickname "Badi'uzzaman "(child of the times and superhuman today, excellence times). Amiruddin (2013: 44) after graduating as an Islamic scholar Said Nursi study on Sheikh Fethullah Efendi, and for his wit in learning he was called Bediuzzaman (the wonders of the age).	
5	20	On October 29, 1923, the Supreme Council adopted a constitution that created the Republic of Turkey. On the same day, Mustafa Kemal was elected its first president. And on March 3, 1924, the Grand National Assembly, passed legislation removing the contents of the Caliphate, and severs all relations between the Republic of Turkey and the Ottoman Caliphate. (p.417)	Amiruddin (2013: 41) Republic of Turkey was proclaimed in Ankara on October 29, 1923. Statement of reimbursement form the State of forms kingdom to a republic at the same time shift the relationship between religion and the State. State Affairs have been split with religion even religious practice has been banned in the public domain. Since the imposition of Islamic law in the State Turkey also removed and then exchanged with secular law. All aspects of education are taken over from the religious men and then placed under the control of States which have adhered to the secular system. Similarly, institution or organization Shaykh al-Islam removed on March 3, 1924, and then on to replace directorate in charge of religious functions. Mubarok (2008: 217) as caliph was considered insubordination for having political activities, such as receiving guests from other countries, to send ambassadors to foreign countries, and held a ceremonial pomp on Friday, and remained in Istanbul, MNA decided that the post of caliph removed because they gave birth to dualism leadership (March 3, 1924) and the caliph Abdul Majid and his family sought asylum in Switzerland.	History is a picture of the human past and the surrounding areas as social beings. No lasting from every grip power. Power becomes setback if the man doesn't grip tightly. Leadership changes sometimes do not always bring a positive direction. Instead toward a very sad setbacks.
6	20	Since then, the New Said was born whole life was devoted to taking the essence of the Qur'an with the mind, heart, soul and body. From there was born his monumental work Treatise Nur. Soul of the Qur'an is the seed, nursery and garden for the	Tampubolon (vol.2: 5) to the phase of the New Said, he struggled to "reach the essence of reality" and the answers obtained from the Quran. In his view, the doctrine of monotheism is the only clue to escape from the influence of philosophy and science which he did not give me any answers on fundamental issues, such as war, death, and mortality. Because, according to the philosophy and moderns science just flopped to	As a creature that has a thought, certainly not just remain silent without making changes in themselves. This is evidenced by the New Said that his life just devoted to the Al-Quran.

| | | growing development of the Minutes of Nur. (p.423) | the materialistic world. Since that time, he felt the change in him, as well as its world outlook (worldview) of reality. Since then, along with the incessant threat from outsiders to Islam at the turn of the 20th century, Nursi decided to focus its attention on the Quran. In fact, all the knowledge he had learned to "measures to understand the Qur'an". Amin (vol.5: 34) works of Nursi was born of reflection and spirit of the Qur'an, which he maknai appropriate context of its time. Indirectly some of his work is a resistance and social criticism against the tyranny and authoritarian secular regime of Kemal Ataturk under Republicans. For twenty-five years in prison exile (1925-1950), did not dampen Nursi in to write a masterpiece that is currently collected in the collection of the nine-volume treatise Nur. There are several more that have not the collected volumes for certain considerations. Muaz and Faizuri (vol.7: 138) Rasail an-Nur Said Nursi is a college tarbiyyah fully based on Qur'an that touched on faith. Therefore Raisal an-Nur, known as "Kulliyatul Rasail al-Nur '. The main sources are the Qur'an and Hadith. He was composed and written by Said Nursi and sometimes written by his students. It is also then covered with tannic originally by himself | |

CONCLUSION

Based on the research that has been done on the novel Api Tauhid written by Habiburrahman El Shirazy towards Turkish historical proof, it can be concluded that these more novel tells Turkey that is growing, both in academic circles and the general public. This happens especially when Turkey began to show amazing growth trend that can be said to represent two civilizations, East and West. The struggle of Turkish history Islamic period (Ottoman) and the modern era (secular) clearly illustrated through narration in this novel.

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NEUROCOUNSELING THROUGH EEG ELECTRO ENCHEPALO GRAPHY: THE BRAIN WAVES DESCRIPTION ON THE STUDENT WITH THE PHOBIA BEHAVIOR

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ABSTRACT

Today counselors are striving to make sure that their counseling process is scientific based. A new Counseling paradigm that related to neuroscience, called Neurocounseling, is acknowledge by American Counseling Association (ACA) and became a new branch of Counseling in 2015. This study is used Neurocounseling paradigm to overcome phobia phenomenon that is suffered by students in Malang and Tulungagung city, East java Indonesia. Preliminary study showed us that 46 students from 80 students had showed phobia symptom. It means that 50% students are suffering learning disorder with various levels. We designed our research to record students with phobia symptom's brainwaves through Electroencephalography (EEG). The record of counselee brainwave will make counselors achieve a better result of counseling because it will help them to choose the right counseling technique. We used qualitative approach and case study to find out student with phobia symptom's brainwave and mental condition. We used some data collecting techniques: interview, observation, and documentation. The finding showed us that the main brain wave of counselee with phobia symptom is Beta wave in frequency 20-30Hz, it means counselee has high level of anxiety. Counselee also had a deep tension on nerves and muscles during brainwaves record in counseling process.

Keywords: neurocounseling, phobia, brainwaves

Globalization has come and changes most of aspects, moreover knowledge and technologies. The development of psycology and counseling is an indicator of the dynamic society and human being. Counselor is one of profession that may face big challenges and problems in every change that happenned in education sector. It makes counselor have to be professional and have good competencies as a school helper.

The main issue that is faced by the counselor is school requires a good performance and high competencies, moreover in counseling services. As we know that some people arugue about counseling process is questionable, is it empirical or not? Then some people are prefer to choose other helper such as psycologist and psychiatry. This issue was idetified by Vogel and Wester (2007:5), according to their research, the main obstacle of counseling process is the hesitation of counselee and another school stakeholders.

Supriadi (1990:10) found that 38%-60% of parents were not satisfied by counseling sevices in school. And according to Murad (2011:15) stated that the level of satisfaction counselor performance only reached maximum on 70 %. Counseling and services have a significant role in answering numerous problems that is experienced by students .This was triggered by several missconception that counselor was only giving advice and counselor did not understand the theory and techniques of counseling. Stelzer (2003: 20) stated that counselor has low competencies , lack of appropriate program, and counseling service is delivered ineffectively. In the 21st century , counselor as one of professional helper are demanded to show that they have to give an effective service, moreover counselor (Matthew , 2013: 25). If they can not show the best performance, the assumption of counselor is not as professional as another helper (psychologist and psychiatrist) would make them inferior and lack of confidence, as in the statement bellow.

For how long do we as counselors have to feel inferior to the psychologist and psychiatrist? Let's just do what we do well. I encourage other professions to chase that straw man because, in the end, that's just not the philoshophy of counseling (Matthew, 2013: 45).

If we examine based on quotations above, the reason why counselor felt inferior compare to another helper is the authentication of counseling services. Counseling services has to change counselee better instead of make counselee doubtful to their problems . There are some research show us taht counseling theory and technique give students better solution, but it will be only a thousand pages of research report when we do not evaluate and increase counselor competencies immediately.

According to Chapin (2015: 30) counselor with a core of applied science or applied science should begin to show a more scientific paradigms and counseling can be proven empirically. Mc Henry (2013: 35) argue that the counselor is necessary to know the internal conditions (the brain and mind) counselee. The better the condition of the brain counselee counselors know the more effective interventions that can be provided.

One paradigm that is used to support empirically changes in the counseling process is the science of the brain (neuroscience) and counseling. The development of a scientific assessment of neuroscience into one of the challenges that must be in the "attach" to the complexity of other scientific disciplines, including counseling. Griffin et.al (2012: 45) says that the integration of brain science with other disciplines or Neuro-Enhancement become one of the stronger predictors in the list of 12 scholarship that will thrive in the 21st century.

Statement of Griffin has also been justified by the Pledge (2016: 72) states that the development of science that has grown rapidly determined by the human brain. If before 2000 scholarly study of neuroscience-oriented only abnormalities, disorders and diseases of the brain, but in the following years is to focus on the study of the relationship between the brain with other disciplines such as technology, economics, education, language, community, psychology and counseling. For example, the paradigm approach which combines education with neuroscience terkaji in the work Mariale Hardiman (2012: 10) emphatically termed the term and concept of neuroeducation. While the study of psychology in the light of neuroscience known as neuropsychology (Millan, 2014: 60) that describes the position as a neuropsychological study of science as well as psychological phenomenon from the viewpoint of the brain.

Research conducted by Chapin (2015: 39) in a period of nearly 10 years have shown that counseling can change the brain. Counseling can create new pathways for neural circuits of the brain and changes in brain circuitry will affect the behavior of the counselee.

Through neurocounseling paradigm, counselors are required to be able to provide treatment in a more holistic and integral. Chapin (2014: 30) says "Counselors have known for years that counseling changes thoughts, behaviors and the brain, and now we have scientific evidence". In America, in 2009, the National Accreditation Board for setting up counseling programs related to education or the Council for Accreditation of Counseling and Related Educational Programs (CACREP) has started to draw up a program for the training of counselors who are concerned in the field neurocounseling (CACREP, 2009: 53) , The latest standards issued by CACREP in 2016 also explicitly including scholarly study of the brain (neuroscience) in the curriculum counseling (counseling curricculum) on a section (section) to 5 ie Identity Professional Counselor (CACREP, 2016: 65).

The focus of this research is try to uncover the neurocounseling paradigm through brain wave analysis conducted on the counselee in pre counseling. Counselee who suffer from phobias will be recorded via EEG brain waves with the intervention of the object that is the source phobia with the aim of ensuring the assessment counselor before starting counseling.

METHODS

This study used descriptive-qualitative approach and study case to gain data from counselee with phobia symtomp. Depth interview, observation, and documentation are used as data collecting method. Triangulation is used as data validation and also checked the data to all of the participant s or members that are involved as informants. Here is the table of informant.

Informant
Counselee with phobia symtomp
Counselor
Neurologist
Nurse
Counselee parents
Teachers

Table 1. Research Informant

RESULTS

The results showed that the counselee who suffer from a phobia showed normal brain waves with the diagnosis. However, experience muscle tension that affects heart rate, and breathing faster when the intervention, the researchers showed the source of phobia with a certain distance. The results also showed that the EEG brain wave is the most prominent Bheta wave with a frequency of 20-30 Hz. Chapin (2015: 85) categorizes brain waves with a frequency of 20-30 Hz as a wave Bheta high level (High Level Bheta) which means that such waves meruapakn brain waves that appear when a person with anxiety (anxiety) is very high.

Through these results are expected counselor will be able to empirically diagnose the problems being experienced by the counselor. The use of EEG beginning of the counseling process can be asesment strong results and empirical as a first step to follow up on stage counselor counseling (working stage).

Figure 1:Counselee Diagnose Result

Figure 2: Counselee Brainwave when Phobia Attacked.
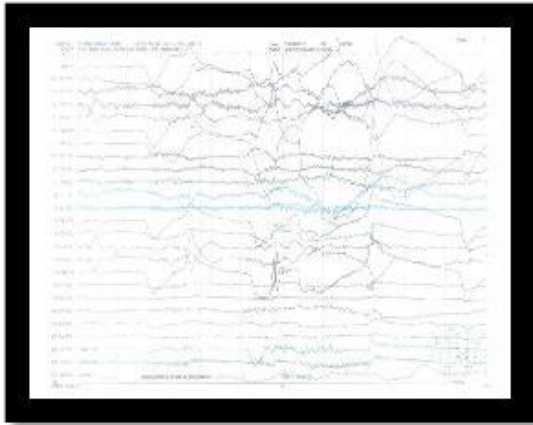
DISCUSSION
Phobia Phenomenon

One neurocounseling application is through the use of EEG (electroenchepalography) used to determine brain waves before, during and after the counseling process. Neurocounseling implementation in the context of the present study is related to the phenomenon of acute anxiety and fear or phobia. The phenomenon phobia is a strong emotion and is associated with few signs of worry or anxiety were divided into three categories namely motor reaction, the reaction kogntif and psychological reactions (Marks, 1969: 80).

Preliminary studies conducted by researchers found that of the 80 students, 46 or more than 50% of them reported having a phobia. Researchers distributing questionnaires adapted from Wolpe (1973: 283) with 86 kinds of phobia of different categories. Some types of phobia experienced by students at SMAN 1 Kedungwaru include a phobia of heights (Acrophobia), vitriol and gall (Agoraphobia), darkness (Nycophobia), loneliness (Menophobia), went into the water (Claustrophobia), germ (Microphobia), pets (Zoophobia) and certain objects are like balloons (Hellenologophobia).

Based on the level of phobia is so varied, the researchers chose one of the students who are experiencing phobia with a high enough level that the score of 9 to 10. Another consideration is the strong desire of the subject to get immediate treatment and recover from phobia experienced. Type of phobia is experienced acute anxiety of the balloon (Hellenologophobia). The reaction occurs when the saw the balloon is cold sweat, screaming and crying. The reaction appeared to be a constant and permanent. The subject of research (counselee) 16-year old female realize the phobia that happened since the age of 10 years and in the two figures are clearly visible picture viewed from a phobia suffered brain waves that appear.

Previous Research has Linked Neurocounseling

Neurocounseling is a branch of science that recently passed by the ACA (American Counseling Association) since 2015. Yet the science development is very rapid. Some research studies related case neurocounseling among others One application neurocounseling on previous research conducted by Chapin (2015: 105). Counselee experience anxiety and avoidance or avoidance due to the trauma of parental divorce. It also affects the hours of sleep problems. The counselee has been counseling for a few sessions, but the outcome has not been maximized. Though each meeting / counseling session has ended and counselee as optimistic for a change in him. Chapin then try using Neurofeedback therapy by examining the entire brain counselee through EEG (elektroensephalography).

EEG is a tool to know the brain waves that appear and captured by a specific electrode. The result of five channels in the EEG finding their dysregulation in the occipital lobe meaningful high anxiety still found in the brains of the counselee. Evaluation then carried back and counseling sessions undertaken by the counselee. After several sessions of counseling, counselee then undergo significant changes and to ensure it will decrease in anxiety and other disorders later carried through EEG records brain waves back.

The other study was conducted by Ted Chapin (2015: 77) found one counselees "suzy" impaired learning because of their anxiety and dependence on sleeping pills have been doing counseling on a regular basis, and yet obtain significant results. The counselor then started using EEG and Neurofeedback to provide a holistic therapy, and as a result, the session to 12, then came to a disturbance in the prefrontal korteksnya. The next step is continued counseling session with a behavioral approach to control the progress of counseling through neurofeedback and recording brain activity. As a result, the counselee has experienced a very good progress in the session 16. The counselor can be more accountable for its performance through the results of the assessment and diagnosis are more empirical and scientific based.

Other studies have produced findings that the use neurocounseling paradigm through brain scans MRI (Magnetic Resonance Imaging) into neurocounseling empirical evidence that can be used to detect the effectiveness of cognitive approaches to reduce stress, depression, anxiety or anxiety. As for disruptions abnormalities, neurocounseling become one of the empirical evidence against ADHD, Asperger's Syndrome to Scizofrenia.

Minimum standards

- At least 8 channels simultaneously
- At least 17 electrode recording
- Monopolar and bipolar
- Procedures
- Opened and closed eyes
- Engineering calibrated at the beginning and at the end of the tape
- In naman listed recordings and the patient's age and date of recording
- Long recording a 15-20 minute (120 pages)
- Status / state of the patient should be recorded on the tape (unconscious, drowsy, movements, coma, and so on).

The Meaning of EEG and Brain Waves

History electroencephalogram (EEG) was started in 1929 when one of the scientists announced the possibility to record a weak electric current is generated in the brain, without opening the skull, and the results are illustrated in the paper. Then the new recording format is known as electroencephalogram (EEG). So it can be seen that the EEG is a tool that records electrical activity in the brain and then interpreted according to Lunders (in Benson, 2000: 80).

Suspicion Seizure	Growth and Development Disorder	Change Behaviour	Mental Disorder
Epilepsy	- Speech delay - Motoric delay	- Awareness sudden decline, confusion	Learning disorder, hyperactivity, attention deficit disorder, phobias

Table 1.1 Individuals Need To Do EEG. Source: Lunders (in Benson, 2000: 40).

There are several criteria for individuals who need to be given treatment using EEG brain scan. Below is Table 1.1, which describes the individual criteria that need to be done EEG.

Furthermore, there are some minimum standards that must be met EEG recording, the following are their points.

Tabel 1.2 Minimum Standar of EEG Scanning
Source : Lunders (Benson, 2000: 45).

Based on the results of recording brain waves in Figure 2, note that the counselee shows the dynamics of brain waves that vary widely. it is particularly visible in Bheta wave which is in the range 20-30 Hz. Actually there are several types of brain waves in accordance with By (Chapin, 2015: 17) Regions EEG frequencies can be classified into five sections for EEG analysis, namely:

Delta (δ)   (0,5 – 4) Hz
Theta (θ   (4 – 8) Hz
Alpha (α   (8 – 13) Hz
Beta (β)   (13 – 22) Hz& (22-35)Hz

Gamma (γ)   (35 – 45) Hz

The result of counselee recording ie 20-30 Hz brain showed high anxiety. The red line on gmabar shows heart rate and the flow of breath is not teruatur when intervention through phobia resources given to the counselee. Through advanced stages expected counseling can alter brain waves to the alpha range low Beta.

Fostering Neurocounseling in 21st Century

Neurocounseling included in the flow multidispliner very new science will hopefully help counselors recognize and diagnosis of the implementation effectiveness of the counseling process to the counselee. If in the United States have been using EEG and Neurofeedback therapy, it is expected that Indonesia Counselors will also do the same thing. Just because of limited equipment, the cost and the development of science, so that development must begin gradually neurocounseling. According Busacca (2015: 33) neurocounseling will be one of the integrative approach in counseling. At the end of the 21st century, ACA is targeting neurocounseling will be able to help solve a variety of problems not only in principal and pratical, but also demonstrable empirical. Counselors do not just dwell on the philosophical approach to any counseling, but also began to prove scientific that counseling services are very accountable and verifiable.

The other thing relates to the preparation of counselors in the context of perkembangn nuerocounseling are each institution will set up a professional counselor already has its own tools that are used in implementing neurocounseling such as EEG, MRI and Neurofeedback so holistic and truly comprehensive counselors will soon be realized.

CONCLUTION AND SUGGESTION

This study shows that counselee with phobia has normal brainwave according to her EEG scanning. But there are some different conditions that make her different, first she has muscle spasm that influences the heart rate and increases the respiratory rate, in case, she is in phobia intervention. EEG scan result also shows that the main brainwave that appeared significantly is Bheta with frequency in 20-30Hz. According to Chapin (2015:85) 20-30Hz Bheta is High Level Bheta which appears when someone showed high anxiety.

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FORMATIVE ASSESSMENT USING FEEDBACK: EFFECTS ON STUDENTS' SELF ESTEEM IMPROVEMENT AND LEARNING OUTCOMES IN PHYSICAL EDUCATION

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ABSTRACT

The main purpose of this study was to explore the effects of formative assessment using feedback on students' self esteem improvement and learning outcomes in physical education. Quasi-experimental method with counterbalanced design were used in this study. Population consisting six classes of 8th grade students in Laboratorium UPI Junior High School. Two classes of samples were collected by using cluster random sampling through random selection. Students' self esteem were measured by using self esteem rating scale questionnaire, whereas learning outcomes in physical education were measured by using self assessment and observation. Friedman and Mann-Whitney U nonparametric statistics tests were used for data analysis. Data analysis suggests that: (1) There's a significant effect of formative assessment using feedback to improve students' self esteem and learning outcomes in physical education; (2) There's no significant effect of formative assessment without feedback towards students' self esteem and learning outcomes in physical education; (3) There's no different effects between formative assessment using feedback and without feedback towards students' learning outcomes in physical education. Thus, Formative assessment using feedback is better than without feedback towards students' learning outcomes in physical education.

Keywords: *formative assessment, feedback, self esteem, andlearning outcomes in physical education*

Formative assessment is the activities undertaken by teachers and students in learning PE with a view to assess themselves in order to obtain some information that will be used as feedback to improve teaching and learning activities. Atkin, Steinberg & Coffey eds., (2001) defined that, "formative asssessment is a diagnostic assessment, which provides feedback for teachers and students regarding to ongoing instructional process."An assessment called "formative" if the findings obtained were substantially used and studied to achieve the learning objectives (Zaenul, 2008).

Formative assessment covers all activities involving teachers and students, ranging from obtaining into utilizing information, which aims to transform teaching and learning activities in order to achieve defined instructional goals (Black & William, 1998). In accord with these opinions, the essence of formative assessment is learning outcomes assessment to improve learning process, so that teacher and student have involved together in learning process to improve approach and ongoing learning process in order to achieve more effective learning.

Misconception committed by teachers during the formative assessment, (Broadfoot, 1996; Zaenul, 2008)described thatteachers too focused on responsibility in implementing summative assessment, so it doesn't help learning process and they are simply being a judge at the end of learning process. Lack of attention to the role of formative assesment caused by several factors, (1) Educational policy, especially the national education reform conducted by external parties at macro level of school education; (2) Teachers always feel lack of time to complete curriculum content scope; and (3) Assesment hasn't became an integral part of learning process. Further, assessment is often perceived incorrectly by educational practitionaire and public communities, it has considered as the process of taking final decision on learning outcomes. It is rarely seen that assessment used as an important component in learning process. Assessment should be treated as a learning process apparatus rather than just final judgment.

Misconception specifically occurs in teaching physical education, in which teachers assess students' learning outcomes are still ignoring the learning process, it means process oriented formative assessment is often overlooked by teachers. Most of them didn't conduct formative assessment after giving a learning unit materials. Even a fraction of teachers who conduct data formative assessment or obtained information from such assessment are not followed up by providing feedback, it implies such data are not meaning for the success of the learning process. Teachers more focused on the end of results, in the form of derived data from summative assessment which tends to undermine the learning process. If such as these conditions allowed to continue in national education system, it will be very dangerous for

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sustainability of education in a future especially of raisingcompetent children of the nations. Consequently, its long-term impact is that student will not have sufficient ability to prepare themselves for learning throughout life. That was also confirmed by Fook & Sidhu (2013) that, "assessment in higher education is insufficient to the task of preparing students for lifelong learning." Thus, formative assessment is very important to be returned to its role and function, that allow various strengths and weaknesses possessed by both teachers and students could be early detected. It requires involvement of teachers and students in managing the process of teaching and assessing themselves after they finished learning.In the end of learning process, the learning objectives could be reached effectively.

In the process of assessing, teachers should be able to develop students'psychological aspects, especially their self esteem. It encompasses beliefs of students towards himself, they will feel themselves competent, feel that "worthy", so the students'success and happiness developed as a provision for an independent life in order to compete in a global world today. Self esteem will be developed whenever students experience success in solving various problems in learning, success by success will be the provision on developing their self esteem. Therefore, in a formative assessment process to achieve learning success is possible along with teacher's feedback on students'work, accordingly some aspects that haven't been mastered by students have its opportunity to be fixed succesfully by students.

The Implementation of fomative assessment using feedback expected to help students improve their self esteem and students' success in their learning. In accord with this background, problems to be examined in this study are: "(1) Is there any significant effect on formative assessment using feedback towards students'self esteem improvement and learning outcomes in physical education?; (2) Is there any significant effect on formative assessment without feedback towards students'self esteem improvement and learning outcomes in physical education?; (3) Is there any difference effects between formative assessment using feedback and without feedback towards students' self esteem and learning outcomes in physical education?.

METHOD

Methods used in this research is quasi-experimental with counterbalanced design. (Ali, 2010).Population in this study is 167 students

from six class of 8th grade Laboratorium School Universitas Pendidikan Indonesia, Junior High School students. Each class consists of 28 students (Class A), 28 students (Class B), 28 students (Class C), 27 students (Class D), 28 students (Class E), and 28 students (Class F).Cluster random sampling used in this study to determine two class of samples which is Class B and Class E. There's no control group on counterbalanced design, accordingly both group of samples used as the experimental group were given physical education learning assessed by formative assessment using feedback and without feedback. Instruments used in this study areSelf Esteem Rating Scale (R=0.985) onNugent & Thomas (1993, pp.203) as many as 38 items that can be used as a data collector, whereas learning outcomes in physical education were measured by formative tests on psychomotor domain in each basketball, volleyball, softball, and shot put learning units.

FINDING AND DISCUSSION

Data collected trough measurement process were analyzed using statistical approach. Data analyzed in this study are students'self esteem, and learning outcomes in physical education. Data calculation results described in the form of average scores on each session and standard deviation for each study variables, as shown in Table 1 and Table 2.

Table1.The results of average scores calculation and self esteem variable standard deviation in physical education learning process

Variable		Total	Average	Standard Deviation
Formative assesment using feedback	Session 1	68.85	2.75	0.36
	Session 2	74.00	2.96	0.30
	Session 3	71.90	2.88	0.29
	Session 4	74.44	2.98	0.28
Formative assesment without feedback	Session 1	72.91	2.92	0.23
	Session 2	71.41	2.86	0.30
	Session 3	72.36	2.89	0.23
	Session 4	69.59	2.78	0.17

Table2.The results of average scores calculation and learning outcomes variable standard deviation in physical education learning process

Variable		Total	Average	Standard Deviation
Formative assesment using feedback	Session 1	39.50	1.58	0.40
	Session 2	48.50	1.94	0.22
	Session 3	50.00	2.00	0.00
	Session 4	49.50	1.98	0.10
Formative assesment without feedback	Session 1	41.50	1.66	0.37
	Session 2	39.00	1.56	0.39
	Session 3	43.50	1.74	0.25
	Session 4	44.00	1.76	0.36

Analysis Requirements Testing

Analysis requirements tests is necessary before the hypotesis test, to determine normal and homogenous data.Based on the test results of normality by Kolmogorov-Smirnov test at significance level α = 0.05, students'self esteem and learning outcomesdata on several meetings are not nomal. Furthermore, based on the results of homogenity by Levene Test, students' self esteem

and learning outcomes data on several meetings are not homogenous.Therefore, hypothesis testing is not feasible to use parametric statistical tests. Thus, hypothesis in this study analyzed by non-parametric statistical tests using Friedman Test and Uji Mann Whitney U Test (Santoso, 2013).Test results of non-parametric statistics formative assessments using feedback through Friedman Test.

Based on hypothesis testing results, student's self esteem variable gained value sig. 0,022< 0,05 then H0 rejected.It means that there's significant effect of formative assessment using feedback towards students' self esteem improvement. Meanwhile, learning outcomes variable gained value sig. 0.000 < 0,05 then H0 rejected,it means that there's significant effect of formative assessment using feedback towards students' self esteem improvement and learning outcomes in physical education. Furthermore, based on hypothesis testing results students'self esteem variable gained value sig. 0,425> 0,05 then H0 accepted, it means that there's no significant effect of formative assessment without feedback towards students' self esteem improvement. Whereas learning outcomes variables gained value sig. 0.090 > 0,05 then H0 accepted, it means that there's no sigificant effect of formative assessment without feedback towards students' self esteem improvement and learning outcomes in physical education.

Non-parametric statistical test by Mann Whitney U used to describe the difference effects between these two assessments. Based on results using Mann Whitney U Teststudents' self-esteem variable gained value sig. 0,712> 0,05 then H0 accepted, it means that there's no significant difference effects between formative assessment using feedback and without feedback towards students' self esteem improvement. Whereas, students' learning outcomes variable gained value sig.0.000 < 0,05 then H0 rejected, it means that there's significant difference effects of formative assessment using feedback and without feedback towards learning outcomes improvement. In accord to average scores gained on each sessions of formative assessment using feedback, it is better towards learning outcomes improvement in physical education.

Formative assessment using feedback gives significant effects towards students' self esteem improvement and learning outcomes in physical education. In order to support of these findings, author cites Burn on (Coopersmith, 1967) that described, self esteem is an evaluation of individual and the habit of looking at themselves, especially the attitude of accepting, rejecting, and indication of individual's belief magnitude towards ability, significance, success, and preciousness. Self esteem is such apersonal judgment about the sense of worth or meaning that expressed in individual attitudes towards themselves. Self esteemis a person's feeling, outlook, and confidence of their ability. Ability reffered to that statement is feeling worth, feeling confident, and useful, just like everyone else. Such feeling comes with knowledge, experiences, and skills possessed by individuals after they managed to solve a problem or given task, for example formative assessment provided by the teacher in learning process. Student who are able to solve problems in such process will be ready to survive on next learning process even interacting with their environment. Zaenul (2008) defines that, students' success in the test will improve their self esteem. Both progress or regress of test results achieved by students are fully results of their own learning activities, and will lead to "a sense of personal worth" which is the most important aspects on establishment and improvement of self esteem.

Therefore, educational process especially in teaching physical education, students must be challenged so they could gain a success experience gradually to overcome challenges later. Education to improve students' self esteem according to Zaenul (2008) described that, self development education that conducted programmatically and sustainably are not just preparing student for job seeking in a future, but it is supposed to be a successful experience to solve problems and challenges that they will faced everyday. Each taste of success experienced by each student will be their savings to develop self esteem. Ability to solve problems and challenges will be achieved when teachers are creative and responsible in providing feedback on each assessment that they do. Thus, Teacher will know whether students have succeeded or failed in terms of giving instruction to students. (Djiwandono, 2009).

Formative assessment related to improving students' learning outcomes, described by Popham (2008) that, formative assessment is "a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes." Feedback provided to students can be a positive expressions or comments and grades accompanied by explanations of their weaknesses. Page (1998) on Djiwandono (2009) defines that, students who rated and received comments from teachers about their wrong answer had better achievement than they who rated only by numbers or letters. Teacher's comments given to students is useful to understand what students have to do later.

In research conducted by Cross & Cross (1991) on Djiwandono (2009) also described that students who had their quiz rated without comments, felt that their grades gained by luck or external factors not by their efforts, and it affects their success in school. Some of these opinions confirm that, feedback given by teacher to students in comments towards their achieved results will have a positive impact on students, so they will know which parts or materials that they need to learn more, and they will able to finish the next tests properly.

Feedback that Continuously and periodically given by teacher to students on each formative assessment implementation will have an impact on students' changing behavior in learning. Budimansyah (2002) defines that: "assessments should be carried out regularly and continuously, with the purpose to make it easier organizing results, whereas the purpose of continuously is to monitor students' learning experience growth and development ." Therefore, Nadler (1977) defines, "feedback can be viewed as information to effect a change." From the psychological perspective, feedback includes a comparative aspect that includes comments given to an individual by an outside source comparing their behavior compared to a standard (Claiborn, Goodyear, & Horner, 2001). The field of education supports feedback generated from a teacher to the student regarding the student's actions, with possible means to improve. Quality of feedback includes the ability to bring about thinking, thus stimulating the reflective process in the learner (Leahy, Lyon, Thompson, & William, 2005).Thus, formative assessment without feedback has been mostly done by teachers needs to be improved by providing feedback, because the formative assessment using feedback is better than without feedback towards students' learning outcomes in physical education.

CONCLUSSION

There's significant effect of formative assesment using feedback towards students' self esteem improvement and learning outcomes in physical education; There's no significat effect of formative assessment without feedback towards students' self esteem improvement and learning outcomes in physical education; There's no difference effects between formative assessment using feedback and without feedback towards students'self esteem; and There's difference effects of formative assessment using feedback and without feedback towards learning outcomes in physical education. Formative assessment using

feedback is better than without feedback towards learning outcomes in physical education.

Based on these results, author wanted to give a recommendation to physical education teachers that, formative assessment using feedback should be given by teachers in learning process because it is better than formative assessment without feedback towards students'learning outcomes in physical education.

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THE DIFFERENTIATED INSTRUCTION IN DANCE LEARNING AND THE PROBLEM

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ABSTRACT

This paper is intended to discuss the implementation of differentiated instruction strategy in dance learning. This strategy was chosen to maximize the potential of students in appreciate, expression, and creativity. Conventional learning has several deficiency: (1) aspect of art appreciation is less explored to the fullest, especially in the dimension of feeling, (2) differences in interest in art inadequately accommodated in the praxis of learning, (3) gender differences have received less attention, especially in terms of choice of expression / creativity, and (4) the implementation of appreciation and expression is carried out separately that caused no continuity of students' interaction with the artwork are studied. Problematic use of differentiated instruction in learning the art of dance in schools is the limited hours of lessons and mindset of teachers who are still based on behavioristik approach. The proposed solution is: (1) integrate the activities of art appreciation and expression/ creative art of dance in a series of activities, (2) accommodate the interests of students are limited by considering gender and artistic tastes, (3) implement all activity with experiential learning with 'gradual release', and (4) utilizing school environment.

Keywords: differentiated instruction, dance learning

Naturally, every student is different in many ways. Many individual differences in theory affect the students' learning activities, among which are: (1) the cultural, ethnic, and racial, (2) differences in language, (3) gender differences, and (4) social class differences. In addition, there are internal factors that distinguish the other student with other students in learning, which is characteristic of students in terms of: (1) learning styles, (2) cognitive style, (3) learning preferences, (4) multiple intelligences , (5) interest and (6) the readiness to learn (Arend, 2007). So that learning outcomes can be maximized, a variety of diversity requires the teacher's attention. One form is the selection of learning strategies diversity merspon various conditions such students.

On learning the art of dance in schools where students are relatively homogeneous, especially in terms of culture and language, individual differences that need to be considered in the selection of learning strategies is directly related to the interest in the art of dance, gender, and the initial experience. These three things need to be accommodated for the purpose of learning the art of dance in schools can be achieved to the fullest. Thus, each student will be able to evolve any potential art in accordance with their interests, early experience, and gender condition. One form of the diversity of the student accommodation is dipergunakannya differentiated instruction.

Tulbure (2010) in research experiments conducted on Pre-service teachers, produced findings that differentiated instruction has a positive impact on academic achievement. While the research conducted by Karadag & Yasar (2010) conducted on students aged 5 years in Turkey showed that differentiated instruction positive effect on students' attitudes towards learning. Students assume that the differentiation of learning is better than the konventional learning, and more entertaining (fun).

DISCUSSION
The Concept of Differentiated Instruction

Differentiated Instruction (DI) is an approach that allows teachers to design learning strategies tailored to the needs and readiness of each student. This approach does not use a single strategy, but rather a learning approach that incorporates various strategies. In other words, DI is a responsive learning designed to meet the unique needs of individual students (Watts-Taffe at al., 2012: 304). DI is often referred to as a responsive learning (Watts-Taffe at al, 2012), and an adaptive learning (Arends, 2007a). DI allows all students to access the curriculum of the same class by providing a learning task, and the results that are tailored to the learning needs of students.

DI based on the belief that there is a diversity that occurs in a group of students, and the teacher responds to diversity by selecting a suitable approach for their learning (Tomlinson, 1999, 2001). This approach is based on the thoughts of: (1) the difference in developmental and cognitive abilities, (2) the theory of "zone of proximal development" of Vigotski, (3) the theory of Multiple Intelegency of Gardner/ Stenberg, and (4) the difference in styles and learning preferences (Arends, 2007a; 2007b).

Tomlinson (1999; 2001; 2006) states that DI can occur by focusing on three aspects: (a) the process by which students learn, (b) the products of their learning, and (c) the content they are learning. DI on the means of selecting some activity or learning strategies are explored from the concept of a unit of study based on the interests of students, cognitive capacity, or learning style (Tomlinson, 1999.2001). DI in products include variety of learning products produced or demonstrated by the student in accordance with the level of mastery of subject matter unit (Tomlinson, 1999.2001). DI on content means that teachers can provide a different lesson content tailored to the needs and readiness of students according to the results of the initial assessment (Chien, 2012; Tobin & McInnes, 2008).

One of the key practices to differentiate learning is the use of flexible grouping. (Arends, 2007a). Flexible grouping is an attempt to place students into groups smaller for subjects and specific activities. To be flexible grouping to be successful, Arends (2007) suggested six things that must be considered by the teacher, namely: (1) an accurate diagnosis of the performance and prior knowledge, (2) the differentiation of curriculum and instruction, (3) the identification of the learning community regular classes, (4) maintain the temporary nature of small groups and flexible, (5) continuous assessment, and (6) work is meaningful and honorable for students in all groups.

Watts-Taffe at. al. (2012), which implements the DI in the field of literacy propose steps DI as follows: (1) a prior assessment of students, (2) determining the differentiation strategy, (3) to form small groups of blocks of literacy, (4) fit the text to the reader, and (5) using a gradual release. A prior assessment is required before to the start of DI. The purpose of this assessment is to accurately determine individual differences of students in various ways, such as their ability, their interests, their multiple intelligences, learning styles, learning preferences, cognitive styles, and its locus of control. Prior assessment can be made on some aspects in accordance with the conditions and readiness of teachers.

Determination of differentiation strategy is based on the results of the prior assessment and conditional factors, such as differentiation strategy chosen is the differentiation process, content, or product (Tomlinson, 1999, 2001) or some combination of all three. Determination of differentiation strategy is also adapted to the characteristics of the subjects. The formation of small groups are the hallmark of the DI. The formation of these groups is done flexibly adapted to certain similarities between group members. DI is not a classical learning but also not learning idividual. Adjustment of text on the reader (in literacy), can be transferred in a wider sense that provide materials, different learning activities to students based groups that are tailored to the needs, readiness, or the interests of students. Gradual release in this concept is the release of teachers teaching responsibilities gradually towards active learning centered on the student.

Adami (2004) tries to explore various forms of DI approach. Research will be undertaken in Malta indicate that there are many variations of differentiation that can be carried out by teachers include the differentiation of interests, content, rate of speed, access, response, sequence, structure, time, teaching styles, and grouping. These results provide a broader picture regarding the implementation of the DI of the original ideas are only three things that differentiate content, process, and product (Tomlinson, 1999, 2001).

Based on the various theories and research findings above can be identified some of the characteristics of the application of DI in learning, namely (1) prior assessment that is meant to determine the individual characteristics of students, especially in terms of their interests, prior abilities, learning styles, learning preferences, gender, and multiple intelligent; (2) determine the type of relevant differentiation (3) to form small groups; (4) adjusting the materials and activities to student characteristics, and (5) gradual release that guide students toward active learning step by step.

Application of Differentiated Instruction in Dance Learning and the Problem

Learning the art of dance in the school has a dual purpose in addition aims to enable students to have an aesthetic experience, is also intended to foster student appreciative attitude towards art and culture of the nation. This means that the two main aspects of the dance should get equal attention, namely the appreciation of the art of dance and expression/ creative dance. In the praxis of learning the art of dance in the school, two aspects are mostly studied separately. Appreciation dance performed by learn of dance knowledge that includes the definition of dance, types of dance, elements of dance, dance styles, and aesthetics. Expression/ dance creations embodied in the form of teacher-led learning to dance in the classical and usually followed by creativity in floor design and level. Moot it is done with a classical approach, meaning that all students are treated equally without exception.

Judging from the relevance of the implementation of learning with the achievement of the ultimate goal of learning, there are some

disadvantages learning practices the art of dance conventionally, namely: (1) aspect of art appreciation is less explored to the fullest, especially in the dimension of feeling, (2) differences in interest in art inadequately accommodated in praxis learning, (3) gender differences have received less attention, especially in terms of choice of expression/ creativity, and (4) the implementation of appreciation and expression is carried out separately that caused no continuity of students' interaction with the artwork are studied.

One approach offered to solve the problems mentioned above is to DI. This approach was chosen to maximize the potential of students in appreciate, expression, and creativity. However, the use of DI in learning the art of dance in schools is also no obstacles, namely   (1) the limited hours of lessons, and (2) mindset of teachers who are still based on behavioristik approach. Therefore, to overcome these weaknesses is done by the following solutions: (1) integrate the activities of art appreciation and expression / creative art of dance in a series of activities,   (2) accommodate the interests of students are limited by considering gender and taste of art, (3) implement all activity with experiential learning with 'gradual release', and (4) utilizing school environment.

Integration of Art Appreciation Activity and Expression / Creative Arts

Learning a limited time constraints and the complexity of aspects of the art that was developed in learning the art of dance in schools requires the integration of activities of art appreciation and expression/ artistic creations in a series of activities. In the context of art appreciation, appreciation passive in the sense of enjoying the dance art work should be continued with an active appreciation activities, ie trying to feel dancing activity and creation of dance works. Indeed, when someone finishes enjoy the artwork will appear aesthetic ideas that need to be expressed. Thus the teacher needs to facilitate the need for students to express themselves in accordance with the initial understanding of the capabilities that have been owned by the students.

Accommodating Students Interest in the Limited

Interests art students clearly vary both in terms of the background of gender or personal taste. If the learning is done in the classical style, not all students are accommodated interests which impact most of them do so reluctantly. On the other hand, if the individual interests are accommodated in the form of individual learning allows less time and it will be difficult to do in class. Learning the art of dance in both junior high school or high school / vocational school for only two hours a week, and even then had to share time with art and music. Then the solution is to differentiated interest limited as follows.

In the expression activity (dance) teacher provides a choice of 2 different material but similar level of difficulty. Students choose one of the materials in accordance with the expression of interest. Thus will form two large groups of students with different materials. To accelerate mastery of materials teachers need to prepare instructional media such as video both interactive and non-interactive.

In the expression activity, the teacher makes small groups whose members are selected based on shared interests. For example, when appreciation is directed at the type of 'sendratari' (ballet), students can choose the characters in the ballet as a starting point expression activities. If the appreciation is directed at a single type of dance, students can be grouped on the type of dance she likes. Of course the type of dance that is appreciated by passively amount more than the active appreciated.

Use of Experiential Learning with 'Gradual Release'

Experiential Learning is an authentic experience-based learning learners. There are two important characteristics of experiential learning, namely: (1) the involvement of learners in concrete activities that allow them to "experience" what they learned, and   (2) an opportunity to reflect on these activities (Silberman, 2007). On learning the art of dance in schools, form the most effective experiential learning for appreciation is by interacting directly with the work of dance and its artists, especially in the form of watching the show live in the community. Can also be able to bring artists to enter the school for the stage, dialogue, and practicing dance together. It could also take advantage of class brothers to learn together. If everything is not possible new uses video media assistance.

'Gradual release' in learning the art of dance school is defined as the management role of the teacher in learning, especially in the activities of expression and artistic creation. In the early days of learning the teacher's role is still dominant role as a coach in artistic expression. In the next phase of this role is slightly reduced by utilizing other friends in the group and the role of video media. At this stage of creation, the role of teachers as facilitators. Students are given the opportunity to create their own according to their interests.

Utilizing the School Environment

The limited hours of lessons on the side can be addressed substantively by integrating aspects of art appreciation and expression/ artistic creations, can also be overcome technically by using time outside of school hours. In Curriculum 2013 is no principle that learning can be done anywhere and at utilizing the potential and agenda dance performance in the environment around the school. Teachers need to identify performances of dance performed regularly around the school as a learning resource.

In contrast to the problem of learning time, the problem requires a change of mindset relatively long time. Traditionally many teachers are accustomed to learning based on learning theory behavioristik. When the Curriculum 2013 that is more constructivist implemented, training and socialization strategies and learning model that many are based constructivist approach must constantly be done by not closing the possibility of developing new learning models that match the characteristics of the subjects.

CONCLUSSION

The success of learning the art of dance in schools in addition is determined by the approach, strategy, or learning model used by teachers was also determined by a better understanding of the characteristics of the subjects and characteristics of students with a wide range of individual differences. Naturally gender differences and artistic tastes will take students on a different interest in art activities. The potential of art students will develop optimally with DI as a learning approach that accommodates differences in students.

These weaknesses in learning approaches conventional behavioristik and the limited learning time can be treated in several ways, namely, (1) integrate the activities of art appreciation and expression / creative art of dance in a series of activities, (2) accommodate the interests of students are limited by considering gender and artistic taste, (3) implement all activity with experiential learning with a 'gradual release', and (4) exploit the potential of the school environment. However, to change the mindset of teachers towards learning takes a long time and need continuous efforts in the form of training models of learning based on constructivist approach and the development of new learning models that match the characteristics of each subject.

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IMPLEMENTATION OF INFORMATION SYSTEM ON AUTHENTIC ASSESSMENTIN PRE-SCHOOL AND KINDERGARTEN RAUDHATUL JANNAH WARU SUB DISTRICT, SIDOARJO

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ABSTRACT

The present study aims to: 1) describe the implementation of information system in the implementation of authentic assessment in Pre-school and Kindergarten Raudhlatul Jannah in WaruSub District, Sidoarjo 2) describe the extent to which the information system used in accordance with the implementation of authentic assessment in 2013 Early Childhood Curriculum. This study uses a qualitative approach with qualitative descriptive research. The research location is in Pre-school and Kindergarten Raudhlatul Jannah, Waru Sub District, Sidoarjo. The data source of this research is teachers, assessment information system, and documents. The data is collected through interviews, observation, and documentation. The research findings indicate that the implementation of information system of authentic assessment is carried out through the stages of including the assessment results in information system, and saving and printing the results of the assessment. Based on the data analysis, it is concluded that 1) the implementation of information system of authentic assessment in Pre-school and Kindergarten Raudhlatul Jannah, Waru Sub District, Sidoarjo is performed by entering the data on the assessment information system, and saving and printing the reports, 2) the information system used so far is still focusing on entering, storing, and printing the data. Based on the above study, the proposed suggestions are teachers need to improve the skills of mastering information technology, and there is an urgent need for assessment of information system in accordance with the characteristics of authentic assessment in 2013 Early Childhood Curriculum.

Keywords: information system, authentic assessment

Implementation of authentic assessment has been a familiar discussion in early childhood education. In previous curriculums, the assessment made in early childhood education institutions is conductedby assessing the learning process and results. Assessment is not just how children achieve their outcomes, but also their process to achieve them. Assessment that includes assessing the process and results of children's achievements refer to an authentic assessment.

Authentic assessment in Curriculum 2013 is "assessment of learning processes and outcomes to measure the level of achieving competence attitudes (spiritual and social), knowledge and skills of an ongoing basis". Assessment does not only measure what children know, but there is an emphasis to measure what they can do. Measuring is an initial stage of reporting the development of children to parents. Assessment is carried out before the next stage of evaluation. "It means that this activity is carried out sequentially, starting with the measurement, assessment, evaluation and reporting" (Basuki and Hariyanto, 2014: 10). Assessment in early childhood education is an important process to determine the child's development.

Rules by Minister of Education and Culture No. 146, 2014 on Curriculum 2013 Early Childhood Education mentions "assessment is the process of collecting and processing information to measure the achievement of children's learning activities". Teachers have a very important role in assessing the processes and results of early childhood development. Teachers need an understanding and knowledge of the curriculum, of early childhood competence, and of performance characteristics of the stages of early childhood development.

This 21st century teachers got a new challenge to constantly improve their competence with the times. Teachers can always provide innovation in the implementation of learning. Human Resources (HR) need to answer the challenges of the 21st century as stated in the principles of introduction of Curriculum 2013 (2014: 8) "human resources that are skilled in the lives and careers are those with the skills of 4C learning, namely: critical thinking, communication, collaboration, creativity, and skills to master technology, information, and media". Early childhood teachersare expected to have criteria of the above-mentioned human resources.

The era of technology, as mentioned previously, bring changes and development in

various aspects of life, as well in the field of education. The magnitude influence of information and communication technology brings its own role as a supporter for a good education system and media education. Haryanto, Ariani (2010: 172) mentions the use of information technology that includes three related activities, namely: (1) learning by utilizing information and communication technology, where teachers and children use ICT as a learning resource, learning tool, and means of learning communication. (2) data processing, information management, management system and electronic school works. (3) utilization of advanced information technology and communication for education services that can be accessed easily and affordably by people in all regions of the state. Improving the quality of learning by utilizing information technology can be performed through the implementation of information system in an authentic assessment.

Based on the results of field observations conducted in October 2014 in Pre-school and Kindergarten Raudlatul Jannah Sidoarjo and interviews with the principal and early childhood teachers, it is obtained that the reportingsystem used in Pre-school and Kindergarten Raudlatul Jannah isconducted through computer information system, in the form of printout report that is indicated with the level of achievement in a coding system. However, there are some discrepancies in the implementation of information system in authentic assessment that are not in accordance with the 2013 early childhood curriculum.

METHOD

Based on the presented background, this study aims to investigate further the implementation of information system of authentic assessment in early childhood institutions. Curriculum reference used is the 2013 early childhood curriculum. This study will describe the implementation of information system of authentic assessment, and the extent to whetherthe existing information systemis in accordance with the characteristics of authentic assessment.The research method uses a qualitative approach. This type of research is qualitative descriptive because in this study there will be descriptions of the circumstances that occurred in the field. Researcher acts as the main instrument at the same time data collector. The research is conducted in Pre-school and KindergartenRaudlatul Jannah Sidoarjo. Sources of data in this study are divided into two, namely primary data sourceand secondary data source. The sources of primary data

consists of the principals and teachers, while the secondary data source consists of photographs of school activities as well as the printed documents of information system. Data is collected through interviews, observation, and documentation of the assessment of information system. Data analysis is presented in the stage of data reduction, data presentation, and conclusion. In this study,data validity control done through perseverant observation, triangulation, adequate referential, and checking members.

RESULT AND DISCUSION
Results
Implementation of information systems on the implementation of authentic assessment in Pre-school and KindergartenRaudhlatul Jannah, WaruSidoarjo.

The assessment of information system is divided into three phases, namely the stage of entering the assessment on information system, the stage of storing and printing the assessment results. In entering stage,teachersenter the assessment in the form of a code of achievement. Inthe stage of storing,teachers keep the records in accordance with the child's name. Printing stage is carried out by printing the indicator report.

Based on the observation, interview and documentation in the implementation of information systemof authentic assessment begin with the stage of entering the results of the assessment. Assessment is taken during the learning processin which there are two teachers in a classroom. In addition, the learning activities are based on the daily lesson plan (RPPH) that has been developed by the teachers in Pre-school and Kindergarten RaudhlatulJannah. The learning is implemented in school subjects designed by the teachers.The variations of school subject have been set up in the early years of learning. Children in Pre-school and KindergartenRaudhlatul Jannah play and learn with their own school subjects and activities. When the activities take place, teachers will role as facilitators and the children will choose the activities according to their interests.

Teachers manually record the process and the results of the children development during the learning activities within a day. Teachers take note on any developmental outcome of the children with the attached format in the daily lesson plan (RPPH). Teachers indicate the note with development achievement codes, such as BB that means undeveloped yet; MB means begin to develop; BSH means developing appropriate with expectations; BSB means developing very well. After going through the manual recording, the recording is analyzed by the teachers. The results of the analysis are stored in the form of notes in accordance with the children's names.

The results of daily assessment has been analyzed according to the children's name. Each assessment is collected daily. When near the end of the semester, each daily assessment will be collected and analyzed by the teachersand the results of the assessment will be included in the information system assessment. The process is done by the teachers ofhomeroom. The teachers enter the results of the analyzed assessment in the information system.

The process of inserting the assessment in information systemis carried out by manually selecting the code that corresponds to the analysis results. Code achievement is called level, i.e. E (Excellent) / special to BSB means developing very well, VG (Very Good) / very good for BSH means developing appropriate with expectations, G (Good) / well for MB means begin to develop, S (Satisfactory) / MB means sufficient to begin to develop and NI (need improvement) / needs improvement to BB means undeveloped yet. Teachers open the half report menu that is available in the information system, and then enter the username as the homeroom teachers. Afterwards, they search menu corresponding to analysis results at each school subject, opening the menu school subjects (Religions, Preparation, Blocks, Role Playing, Nature Materials, Art, Exploring Class, Multimedia Class, Typical Curriculum and Personal Development).

The process of choosing school subject is followed by searching the child's name and school year (academic year), and then followed by posting a teacher's comment that reflects the overall development of children according to the school subjects. What happens next on the menu is the option of skills, values, and achievements. Here, the teachers have to choose the existing development skills and values on the menu by clicking on the appropriate target with the results of assessment. Option listed on the menu skills and values are the indicators of performance skills and values, and the achievement of the so-called choice level E (Excellent) / Special to BSB means developing very well, VG (Very Good) / very good for BSH means developing appropriate with expectations, G (good) / well for MB means begin to developing, S (Satisfactory) / MB means sufficient to begin to develop and NI (need improvement) / needs improvement BB means undeveloped yet. Teachers will then click the appropriate children's development outcomes.

The next choices are the menus of development and indicators that encompass menu ofskills of achieving development, menu

of development achievement, indicators, and levels. Teachers choose a menu according to the results of the analysis and then enter the results into appropriate level.

The next process in the assessment of information system in Pre-school and Kindergarten RaudhlatulJannnah is storing stage. Teachers store the assessment results in the information system according to the name of each child. Storage process is done by selecting the save menu on the screen. Furthermore, teachers can continue to process the other school subjects following the same method. The processes of information systems of this assessment are conducted by the homeroom teachers in accordance with the results of assessment in each school subject.

The extent to whether the information system is used in accordance with the implementation of authentic assessment in 2013 early childhood curriculum.

Rules of Minister of Education and Culture of the Republic of Indonesia Number 146, 2014 about Curriculum 2013 Early Childhood Education mention that "assessment of process and learning outcomes are to measure the level of achievement of competence attitudes (spiritual and social), knowledge and skills on an ongoing basis".Assessment does not only measure what children know, but also what they can do.

Wortham (2005:13) states authentic assessment as follows:

> Within this evolution in the purposes for assessment and interpretation of assessment is the move to authentic and performance assessment. Authentic assessment must have some connection to the real world; that is, they must have a meaningful context. They are contextual in that they emerge from the child's accomplishments.

Authentic assessment should be completely connected to real life, so that it actually produce meaningful assessment. Authentic assessment is done in accordance with the assessment exercise in early childhood education institutions.

Based on interviews, observation, and documentation of authentic assessment with the information system implemented at Pre-school and KindergartenRaudhlatul Jannah Sidoarjo,the assessment during the learning process is carried out manually by recording the results of the assessment on the assessment sheet. Teachers will then observe the learning process in each school subject and fill out the assessment format with codes BB, MB, BSH, and BSB.

The assessment conducted on the process and learning outcomes is done every day according to the rotation of school subjects. The assessment is conducted by marking a checklist on each code corresponding with the achievements of the

children's development in each child's name sheet. The learning activities are adapted to the design of lesson planning. The children will focus on working on their tasks while the teachers will monitor them.

The next stage,the teachers will analyze the results of the assessment. The results of the analysis are collected for inclusion in the assessment of information system. Having put all the results of the assessment analysis of children, the teachers will store the results of such assessments. The children's masterpiece is stored in portfolio that has been organized in each child's locker. At the report day of children's achievement during the learning, teachers give the printout of the reports along with the children's portfolio.

Homeroom teachers will then include the results of analysis carrying out assessments of educators in each school subject. The results are then saved in information system.

Discussion

Implementation of information system of authentic assessment in Pre-school and Kindergarten Raudhlatul Jannah, Waru Sidoarjo.

Based on the data collection in the field,the implementation of authentic assessment with the information system in Pre-school and KindergartenRaudhlatul Jannah Sidoarjo includes the step of inserting the assessment on information system, saving, and printing the results of the assessment. This is in accordance with the opinion of Barret (1994) in a publication in March 1994 with the issue of The Computing Teacher, the alternative assessment supported by the application of technology is divided into two major categories, as follows: (1) program which electronically record and store teachers' observations or anecdotal data about the child's learning (i.e., observational assessment software), and (2) electronic portfolio that digitizes and stores a collection of artifacts from the children's portfolio using a variety of technologies and multimedia elements.

Implementation of authentic assessment with the information system in the school includesassessment observation software that includes the step of inserting assessment results, storing them and finally printing the results out to be distributed to the children's parents each semester. The information system does not include electronic portfolio because it is stored only in the form of documents and not digital.

The extent to whether the information system is used in accordance with the implementation of

authentic assessment in 2013 early childhood curriculum.

Based on the data collection in the field, the implementation of authentic assessment with the information system in Pre-school and KindergartenRaudhlatul Jannah Sidoarjo includes the step of observing the process and learning outcomes and it is appropriate with the authentic assessment characteristics, as summarized by Basuki and Hariyanto (2014: 171) as follows: (a) involving a real experience (b) carried out during and after the learning process takes place (c) including a personal assessment (d) measuring skills and performances, not considering the fact (c) continuous (f) integrated (g) can be used as feedback (h) the criteria of success and failure that students know clearly (i) using a variety of instruments, measurement, and methods appropriate with the characteristics and essence of the learning experience (j) is comprehensive and holistic covering all aspects of the learning objectives.

Authentic assessment has characteristics that emphasize that the measuremendoes not consider the fact, use a variety of instruments, measurements and methods appropriate with the characteristics of competence and is covering all aspects of development.

Kostelnik et al (2007: 170) describes the characteristics of authentic assessment as follows: (1) a variety of the data is collected across time; (2) all developmental domains are of interest; (3) it takes place in the natural learning context; (4) it is functional and curriculum embedded; (5) it is based on discovering children's best performance; (5) it is useful for planning classroom instruction; (6) it is a shared responsibility.

Natural learning context which will showcase the best work of children is a shared responsibility between teachers, children, parents, and the people who are interested in the early childhood education. Characteristics of authentic assessment provides an opportunity for teachers to construct a class to be more appropriate to the achievement of the child's development.

Authentic assessment activities cover the entire learning. Rubric, portfolio, video recordings and records of anecdotes are types of an assessment tool that have been implemented in early childhood education. The information system is used in pre-school and kindergarten Raudhlatul Jannah Sidoarjo is still so far on entering, storing, and printing the reports.

CONCLUSION AND RECOMENDATION
Conclusion
Based on the findings of the research and discussion, it could be concluded as follows. Implementation of information systems of authentic

assessment in Pre-school and Kindergarten Raudhlatul Jannah WaruSidoarjo is performed by entering data on the assessment information system, saving and prining the reports ofthe child's development with level code, such as E (Excellent), VG (Very Good), G (Good), S (Satisfactory), and NI (Need Improvement).

Information system used is still so far done by entering, storing and printing the performance reports of children's development and portfolios in the form of a document of each child's achievement at the end of the semester which are handed over to the child's parents.

Suggestion

We recommend that educators need to improve the skills of mastering the information technology. It is recommended to have an information system that actually assesses children's development in accordance with the characteristics of authentic assessment in 2013 early childhood curriculum.

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BEST PRACTICES AND PROBLEMS IN THE INITIAL IMPLEMENTATION OF THE K+12 CURRICULUM AMONG TEACHERS IN INFANTA, QUEZON: IMPLICATIONSTO AN EFFECTIVE IMPLEMENTATION OF SENIOR HIGH SCHOOL

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ABSTRACT

This study aimed at identifying/investigating the practices of Elementary and Secondary Teachers in the implementation of K+12 curriculum and the underlying problems along with its implementation with an end view of determining the teachers' best practices to come up with a more effective implementation of the Senior High School. The research work used percentage and mean to analyze demographic profile and responses and Pearson r to determine whether the relationship between practices and problems existed. The findings revealed that in the initial implementation of the K+12 Curriculum, the teachers were able to refine best practices in three areas of the five identified areas of concern. There were no identified best practices in learning resources as well as teaching strategies and techniques This research endeavor was delimited to the teachers who are under K+12 curriculum for the S.Y. 2014-2015. This study provided significant information on which best practices are needed to be adapted and which problems are needed to be addressed for the learners' benefits. The study employed a descriptive-correlation research to identify the best practices and determine the most pressing problems among teachers in the initial implementation of K+12. The results of data gathered were correlated to be the bases for the effective implementation of Senior High School.

Keywords: K + 12 curriculum, best practices and problems in the areas of: teaching preparation/readiness

Education in its general sense is a form of learning in which the knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, or research. Education frequently takes place under the guidance of others, but may also be autodidactic. Any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. Education is commonly divided into stages such as preschool, primary school, secondary school and college, university or apprenticeship.

Education has always been considered a vital factor in achieving the general objectives of national development and progress.

Section 1 Article 14 of the 1987 Philippine Constitution provides that "the state shall protect and promote the right of all citizens to quality education at all levels" and Section 2 of Republic Act 7722 otherwise known as the Higher Education Act of 1994 mandates that "the State shall protect, foster and promote the right of all citizens to affordable and quality education at all levels". To promote such provisions the government continuously explores innovative programs and measures to improve the educational system. In its effort to effect quality education, the current administration through the Commission on Higher Education (CHED), the Department of Education (DEPED) and the Technical Education and Skills Development Authority (TESDA) is deliberately undertaking a paradigm shift in order to design a new educational landscape that would make Filipino graduates at par or even better than their counterparts abroad.

The CHED recently issued Memorandum Order No. 46 series of 2012 with subject "Policy Standard to Enhance Quality Assurance in Philippine Higher Education through an Outcomes-Based and Typology- Based Quality Assurance". This policy standard is intended "to enhance the quality assurance system of Philippine higher education through learning competency based standards and an outcome-based system of quality assurance…" It mandates among others, "Philippine higher education to produce thoughtful graduates imbued with values reflective of a humanist orientation, analytical problem solving skills, the ability to think through ethical and social implications of a given course of action, the competency to learn throughout life, and to

produce graduates with high levels of academic, thinking, behavioral, and technical skills/competencies that are aligned with national, academic, and industry standards and needs and international standards…"

On the part of DEPED, it constituted a functional partnership with TESDA to configure an enhanced basic education by adding senior high school in basic education and formulating a relevant and responsive curriculum. This initiative is articulated in Republic Act 10533 known as Basic Education Act of 2013. The Act provides that it is the policy of the State to empower every basic education graduate who has learned the following: life-long foundations of learning, work competency and productivity, harmonious coexistence with local and global communities, creative and critical thinking and transformation of oneself and others. Therefore, the State should create a functional basic education system that will develop productive and responsible citizens equipped with the essential competencies, skills and values for both life-long learning and employment". The discharge of this directive has been assigned to the DEPED that is mandated first and foremost to "give every student an opportunity to receive quality education that is globally competitive based on the pedagogically sound curriculum that is at par with international standards".

As an investment in the nation's economic recovery, social unity, and political stability, education calls for a sincere and full commitment by the political leadership and all sectors of society to give the children and youth all the opportunities for acquiring and developing necessary skills, attitudes, values and scientific creativeness to become self-sufficient, self-reliant, and ultimately lead a useful and productive life in a fast changing modern world.

It is well established that improvements in education are associated with long-term improvements in economic performance. There are three broad theories about how education influences economic performance:

- The basic human capital approach is that education improves the overall skills and abilities of the workforce, leading to greater productivity and improved ability to use existing technology, and thus contributing to economic growth.
- The innovation approach links education to improving the capacity of the economy to develop new ideas and technologies.
- An extension of this is the knowledge transfer approach, which sees education as

a means of spreading the knowledge needed to apply new ideas and make use of new technologies (OECD, 2010a).

However, there is an important question as whether there is a causal link between education and economic performance, and if so, in what direction? It may be that the two are associated, but not causally linked. It also could be that better economic performance leads to an increase in educational participation and achievement. Or it could be that having more people with education leads to improved economic performance.

In general, education and economic performance are likely to be interlinked. Having a more educated workforce enables firms to take advantage of new economic opportunities, leading to improved performance. Also, economic growth can lead to greater national and personal wealth, which increases the resources available and opportunities for education. Economic analysis shows that on the whole, improvements in school-level education lead to improvements in economic performance, and more so than the other way around. Analyses using international cognitive tests have shown that it is improvements in cognitive skills, rather than years of schooling, which have a strong influence on economic growth. The amount of schooling undertaken is not related to growth, unless it also results in improved cognitive skills. Therefore, the quality of education is very important (OECD, 2010a).

The evidence about the relationship between tertiary education and economic performance is less clear. Long-run analysis of the economy has shown that increased tertiary education is related to economic performance. Razzak and Timmins (2010) showed that increases in the proportion of employees with bachelor's degrees and above are highly correlated to increases in the average gross domestic product per person. However, it is not clear if the growing economy attracted more degree-qualified workers or the increase in degree-qualified workers stimulated economic growth, or a combination of both.

According to President Benigno Aquino III, "Education is the key to the long-term problems of the country. If we fix basic education, we fix the long-term problems of the country. And if we fix the country's problems, we will build a truly strong society."

Education will contribute to economic growth. Several studies have shown that the improvements in the quality of education will increase GDP growth. A better educated society provides a sound foundation for long-term socio-economic development.

According to the human capital theory, the economic development of a nation is a function of

the quality of its education. In other words: the more and better educated a people, the greater the chances of economic development.

It has been argued that high rates of education are essential for countries to be able to achieve high levels of economic growth. Empirical analyses tend to support the theoretical prediction that poor countries grow faster than rich countries because they can adopt cutting edge technologies already tried and tested by rich countries. However, technology transfer requires knowledgeable managers and engineers who are able to operate new machines or production practices borrowed from the leader in order to close the gap through imitation. Therefore, a country's ability to learn from the leader is a function of its stock of "human capital". Recent study of the determinants of aggregate economic growth has stressed the importance of fundamental economic institutions and the role of cognitive skills.

The modern world in which we live is often termed a "knowledge society"; education and information have become production factors potentially more valuable than labor and capital. Thus, in a globalized setting, investment in human capital has become a condition for international competitiveness.

In a forum, Juan Miguel Luz, a former Department of Education Undersecretary, stated that the quality of the Philippine education has really been declining continuously for roughly 25 years. Describing the quality of Philippine school education today, another senior Department of Education official stated the following: "Our schools are failing to teach the competence the average citizen needs to become responsible, productive and self-fulfilling. We are graduating people who are learning less and less."

Apart from the above-mentioned statements which came from the country's former educators, another set of facts came out that the Philippine Educational system is continuously declining. Guillermo M. Luz, co-chairman of the National Competitiveness Council presented the result of the recent Global Competitiveness. Report on the World Economic Forum which showed the Philippines ranks a poor seventh among nine Southeast Asian nations in the area of education and innovation. The report also showed that the Philippines only fared better than Cambodia, among the Southeast Asian countries that were surveyed in the field of education, science and technology, and innovation. Of 138 countries, the Philippines ranked 98th in economies, 69th in the educational system, 112th in Science and

Math, and 76th on the Internet access. In all categories the Philippines was falling behind Singapore, Brunei, Malaysia, Indonesia, Thailand and Vietnam.

The educational status of the country is parallel to its economic status. This supports what Ronald Meinardus wrote in his article that the economic development of a nation is a function of quality education. It only means that if the Philippine economy would be the basis of identifying how much quality its educational system possesses, one would come up to a conclusion that the country has a poor educational system.

There are lots of factors which hinder Filipinos from achieving quality education. Almost all Filipinos already know this. As a matter of fact, when Luz delivered this statement about how the quality of Philippine education is, no one in the forum disagreed. Apart from the fact that the government and non-government people have identified those factors; some already proposed different possible solutions on how the Filipinos can uplift the quality of education.

One measure taken by the government specifically by the Department of Education is the implementation of the enhanced basic education curriculum - the K+12 basic education curriculum. This would strengthen the education of the country which would expectedly result to production of better and competent graduates. The K+12 basic education curriculum framework supports the primary goals of education which are: (a) a primary goal of education should be the development and deepening of the students' understanding. Students reveal their understanding most effectively when they are provided with complex, authentic opportunities to explain, interpret, apply, shift perspective, empathize, and self-assess. When they applied the complex tasks, these six facets provide a conceptual lens through which teachers can better access student understanding. (b) student and school performance gains are achieved through regular reviews of results (achievement data and student work) followed by targets and instruction. (c) teachers become most effective when they seek feedback from students and their peers and use the feedback to adjust approaches to design teaching. Teachers, schools, and districts benefit by working smarter through collaborative design, sharing and review of units of study.

The above-mentioned key ideas are the bases on how the K+12 framework is implemented in teaching. This framework aims at enhancing the teacher's role as designer of student learning.

Because of its success in the United States and other countries across the globe, it slowly made its way to the Philippine Educational System.

The K+12 Basic Education Curriculum framework was formally implemented in the Philippines through the Enhanced Basic Education Act which was implemented in SY 2012-2013. It was implemented in all public and private schools across the country.

The implementation of the K+12 curriculum has been running for two years now. However, not all teachers could easily adapt to this sudden change. Different teachers with different types of learners have various observations and experiences towards the implementation of the framework. Inevitably, there are some problems met by the teachers in implementing the K+12 framework in teaching, thus the need of this study.

This study aimed at identifying and investigating the practices of Kindergarten, Elementary and Secondary Teachers in the initial implementation of the K+12 curriculum and the underlying problems along with its implementation with an end view of determining the teachers' best practices to come up with a more effective implementation of the K+12 Curriculum.

METHOD

The descriptive method of research was used and a validated questionnaire was employed to determine the teacher-respondents' best practices and problems in the initial implementation of the K+12 curriculum. Ninety-three kindergarten, elementary and secondary school teachers of the Infanta District, Province of Quezon, actually participated in the study.

RESULT AND DISCUSION
Results
Profile of Respondents

Age of respondents. As shown on the table, there were only 36 (39%) teachers whose age brackets range from 20 t0 30 years old. Thirty seven (37) or 40% of the teachers belong to the 31 to 40 years age bracket while 13 0r 14% of them were within the 41 to 50 years age bracket. Six (6) or 6% of the teachers belong to the 51 to 60 age bracket and 1 or 1% belongs to 60 and above age bracket who was already planning to retire from the service as a professional teacher.

Foronda (2010) asserted that old persons were being "tapped as resource persons to provide transfer of technology and new skills acquired by virtue of their training, tutorial consultancy services, actual teaching and demonstration of income-generating skills and lectures in specialized fields"

An aged teacher-respondent revealed that he is intentionally not pursuing his studies because he has no money. He prefers to save his salary for his son and daughter who are studying in college.

Sex of respondents. Majority or 84 (84%) of the teacher-respondents were female and only 15 or 16% were male teachers. The female teachers were more numerous than the male teachers in Infanta District. According to Carney (2007) as cited by Abuel (2013), the number of male teachers in Public Education is low. She posited that teaching little kids is a responsibility for women. It is domestic; it is tied to the home. On the other hand, according to Acker (1994) on " Gendered Education: Sociological Reflections" on women feminism, one common reason is that teachers take over the mother function as loving, caring, and understanding persons. Lau and Shani (2010) claimed that by disposition and mood, male workers tended to be better than female workers in team activity.

Civil status. Table 5 shows that 27 or 29% of the teachers are single while 64 or 69% are married. According to Abuel (2013), once a person is hired in a public school with all the benefits and privileges given to a government employee, he/she is assured of a stable job. This may be the primary reason why majority of the teachers is married. As cited by the above-mentioned researcher in answer to the question, "What do Social Scientist Know about the Benefits of Marriage" - marriage is positively associated with better and stable earnings for adult people. In other words, once individuals have acquired a stable job, they seek for a good marriage which is associated with stable income.

Stuafer (2008) asserted that married workers were more emotional in doing work than their single counterparts. He further added that single workers were more inclined to passive leisure times.

Highest educational degree earned. There are 33 or 36% who have earned a Bachelor's degree (BEED/BSED). This is followed by forty five (45) or 48% BEED/BSED teachers who have Master's Degree units. Fourteen (14) teachers or 15% are Master's Degree holders. Only one (1) teacher or 1% has Doctoral units.

De Vega (2010) asserted that the level of educational attainment of an individual should be raised to make him/her an effective participant in the national undertaking for progress. Bertland further stressed that the completion of a college degree was associated with estimated averaging and increasing an earning power.

It is very interesting to note that teachers from Kinder to Grade two, Grade 7 and Grade 8 are all Education graduates. One respondent shared, "Teaching will be easier if a teacher is a graduate of education because he/she has learned

strategies/techniques and concepts in his undergraduate studies/courses unlike a teacher who just earned professional education units. He still has to cope with the lesson on teaching strategies and techniques".

As presented above, among the 93 teacher-respondents, 45 of them or 48% earned MA units. Some teacher-respondents commented, "Studying/earning units in graduate studies is not only an instrument for promotion but also for self-fulfillment. Once enrolled in a graduate studies program, many updates on trends in education will be acquired, also teachers will be upgraded of the contemporary teaching strategies which are useful and helpful."

However, a senior teacher-respondent revealed, " He is intentionally not pursuing his studies because he has no money. He prefers to save his salary for his son and daughter who are studying in college".

Length/years of Service. It can be gleaned from the table above, that (64) teachers or 69% have rendered their services in the field of education for almost ten (10) years. This is due to the fact that they were newly hired as permanent teachers. Eighteen (18) or 19% have been in the service for 11 to 20 years while ten (10) or 11% for 21 to 30 years. Only one (1) teacher or 1% is planning to retire soon from the service due to old age. According to the International Journal of Social Economics as cited by Abuel (2013), the workers' length of service is related with their level of job satisfaction.

According to Beat, et. Al. (2010), experienced individual workers are likely to achieve success in solving problems they handle in any situation than the inexperienced ones. Gonzales emphasized that working conditions prepare education not only of the mind but of the entire person.

Some experienced teacher-respondents shared "A lengthy experience in teaching is great. Age in teaching shows respect. Teacher is more equipped with ways on how to manage the whole class, can easily address disciplinary problems among students and can share a lot of things about the lessons/experiences that are helpful to the students".

Lesson preparation. Twenty six (26) or 28% prepare their lessons once while there were four (4) or 12% with two preparations. Nine (9) teachers or 10% have three lesson preparations; one (1) teacher prepares four times. On the other hand, forty six (46) or 49% have five (5) preparations of lessons.

Some kindergarten and elementary teachers revealed, "Difficulties preparing the lessons under seven areas hinder them to execute the lessons well".

Number of Trainings on Area of Specialization. It can be gleaned from the table that there were 57 teachers or 61% who attended trainings on the area of their specialization at least five times. Twenty five (25) or 27% attended for at least 10 times and only eleven (11) or 12% attended trainings 15 times.

Trainings on K+12. The table above shows that eighty seven (87) teachers or 94% attended trainings on K+12 for at least 5 times and only six (6) teachers 0r 6% 6 and above were able to have trainings related to K+12.

According to Fulmin and Franklin (2010), working many hours resulted to the inefficiency of an individual and affected even his family life. They also pointed out that a person must have a full knowledge about the program he/she is working for because the clientele rely much on him/her for information. Teacher-respondents commented, "Seminars, trainings, workshops are of great help for them. They help teachers grow professionally and to be aware of the latest innovations in teaching".

Teacher Preparation

The average mean score, 3.76 which is verbally interpreted as "Often" denotes that the teachers are prepared/ready to discuss the subject matters before delivery in the class.

Item 9 ranked first with a mean of 4.24, verbally interpreted as "Often", pertains to reviewing of all the subject matters before delivery. "Assesses student performance through varied tools" ranked second with a mean of 4.12, and Item 3 "Prepares all needed materials first before starting the lesson proper" with a mean of 3.99 are both verbally interpreted "Often". These first-three ranked items are closely related with one another. The teachers are aware that reviewing all the subject matters and preparing and designing all needed materials first before delivery or starting the lesson proper affect teaching effectiveness. Assessment of student performance through varied tools serves as a basis of effective learning. The last ranked item with a mean of 3.24, verbally interpreted as "Sometimes" pertains to consultation with experts on the proper implementation of K+12 which reveals that teachers lack an in-depth understanding why K+12 curriculum was implemented.

In summary, there are eight (8) items which are verbally interpreted as "Often" and two (2) items, "Sometimes".

The findings revealed that the teachers in the public schools in the Division of Quezon, District of Infanta were prepared in the implementation of K+12 curriculum, as indicated by the overall mean

score of 3.76, verbally interpreted as " Often". This shows that the teachers always practice preparing, designing and reviewing the lessons, collecting a variety of materials for instruction, and soliciting support and feedback from other K+12 teachers but lack dialogues and updates about K+12 from experts and school heads.

Many of the teacher-respondents gave the following comments:

> "Once we go to the class we make sure that we mastered our lessons because there are smart students who will ask and test you whether you have the full knowledge about the topic. We prepared necessary materials needed in teaching so that there will be a better learning at the end of the period".

Curriculum Enhancement

The average mean score, 3.46 which is verbally interpreted as "Often" denotes that the teachers are doing some adjustments/enhancements with the prescribed curriculum to make it easier for the learners to understand the topics.

Item number four (4) ranked first with a mean of 4. 18, verbally interpreted as "Often", pertains to simplifying of the content to suit to the level of the learners. Item number 6 "Creates situations that enable the students to develop communication skills" ranked second with a mean of 4.02, and Items number 1 "Revises the content to suit to learner needs as needed" and number 8 "Designs activities that develop student creativity and flexibility" with a mean of 3.98 and are both interpreted as "Often". These first-four ranked items are closely related with one another. The teachers need to be mindful that making and revising the curriculum to make the content simpler and designing and creating situations and activities that enable the learners develop communication skills, creativity and flexibility facilitate the teaching-learning process.

Item number ten (10) ranked last with a mean of 3.28 which is "Integrates relevant scholarly works and ideas as needed", verbally interpreted as "Sometimes". This finding revealed that teachers were not engaged in the integration of relevant scholarly works and ideas. A response "Sometimes" shows that teachers lack the interest in doing researches. It may also mean that the job itself hinders them to grow professionally and academically due to the reasons that they lack finance/s, too many reports and other tasks to be done as well as too many teaching preparations and the location of the station from the school. However, teachers whose work stations are a bit nearer show no interests to engage themselves in scholarly because they are not research-oriented.

In summary, majority of the items - nine (9) are verbally interpreted as "Often" while only one item, as "Sometimes". The findings revealed that the teachers in the Division of Quezon, District of Infanta are generally showing good practices in " Curriculum Enhancement" in terms of enhancing the contents and designing all the needed and appropriate materials to develop and create situations that will boost students' creative and critical skills.

Some respondents explained:

> " There are certain instances that we do not follow the prescribed lessons or modules because they are difficult on the part of the students, instead, we simplify and revise them to suit the level of their understanding".

Teaching Strategies and Techniques

The average mean score, 3. 46 which is interpreted as "Sometimes" denotes that the teachers occasionally employ varied teaching strategies to address different learners in different levels. Item number ten (10) ranked first with a mean of 4.02 verbally interpreted as "Often" refers to using varied assessment tools to rate student performance. Item number eight (8) "Explores the use of varied teaching strategies in teaching" with a mean of 3.92 ranked second (2nd). Item number seven (7), "Uses student-based knowledge on subject matter as spring board for discussion", with a mean 3.87 ranked third (3rd).

This means that teachers need to employ varied assessment tools to determine which skills need to be developed more. Also, the teachers need to be properly guided of appropriate teaching strategies to be used on the next discussion. Activating/using student-based knowledge on subject matter as spring board for discussion helps the teacher identify how the students went through and how farther they can go through. Through this, teachers can design activities suited to the learners. In terms of teaching strategies, teachers have to be equipped with varied teaching strategies so that they can address and develop the learners' creative and critical thinking skills.

Item number five (5) ranked last with a mean of 2. 29, which is "Invites resource speakers to share expertise in the subject matter", verbally interpreted "Rarely". This finding reveals that the teachers rarely considered the community to be outlets of learning. This statement "rarely" denotes that community human resources are not tapped to share expertise to a subject matter they are proficient of.

In summary, there are six (6) items which are verbally interpreted as "Often" and four (4) items, "Sometimes".

The findings revealed that teachers in public schools in the Division of Quezon, District of Infanta were not totally equipped with varied teaching strategies and techniques. As indicated by

the overall mean score, 3.46, verbally interpreted, as "Sometimes". This displays that teachers from the Division of Quezon district of Infanta lack in-service trainings/seminars on teaching strategies and techniques. Aside from that, the community has not been invited as channels of learning.

Some of the teacher-respondents shared:

"It is an advantage for the teachers who always attend and undergo training, seminars, and workshops. These help them to be aware of different problems that our educational system faces now. Training help them address the problem. These also equip teachers with the knowledge to design lessons suited to the levels of the learners".

Learning Resource

The average mean score, 2.54 which is interpreted as "Sometimes" indicates that the teachers experience a shortage of the learning resources to be used in class. Item number ten (10) ranked first with a mean of 3.08, verbally interpreted as "Sometimes" pertains to providing numerous project materials and books. Item number three (3) "Provides 1:1 ratio of textbooks in every subject", with a mean of 2.95 ranked second (2nd). Item number nine (9), "Uses books and other references in the community library" with a mean of 2.86 ranked third (3rd).

This means that the three (3) items are closely related. Teachers must provide all the necessary learning materials, modules and other related references present in the school and community library. Materials of instruction refer to the various resources available to the teachers and learners which help instruction and learning. These represent elements found in the environment and which are meant to help students understand and explain reality. They serve as stimuli in the teaching-learning situation.

Item number five (5) ranked last with a mean of 1. 90, which is "Exposes the students to the community through excursion/fieldtrip at least once in a school year", which is verbally interpreted as "Rarely".

This finding revealed that teachers rarely expose the students to reality. This result "rarely" denotes that the teachers do not directly consider the community as a resource of student learning. One which is closest to reality is the direct, purposive experience where the learner makes use of practically all five senses in establishing contact with true-to-life objects, artifacts, views, sounds. This is sometimes referred to as experiential learning where learners acquire knowledge about particular situations, events, through experiences. An educational fieldtrip provides a type of learning obtained from real-life situations. This above-mentioned type of learning is an outlet that teachers failed to provide.

In summary, there are five (5) items which are verbally interpreted as "Sometimes" and five (5) item, "Rarely". The findings revealed that teachers in public schools in the Division of Quezon, District of Infanta experienced shortage of learning materials, modules and other related references used in the teaching-learning process as indicated by the overall mean score of 2.54, verbally interpreted as "Sometimes".

All these provide an immediate and first-hand learning laboratory in which learners may participate in a wide variety of experiences that are significant to them.

Some of the respondents shared:

"Learning materials are really problems in our stations. We have a school library but the books stored there are not useful, they are out-dated, so we let the students reproduce the texts but it is a burden on their part".

Student Preparation

Table 6 presents the mean scores, ranks and verbal interpretations of the items on student preparation/readiness. The average mean score, 3.62 which is interpreted as "Often" indicates that the teachers react, orient and explain to students the K+12 curriculum.

Item number ten (10) ranked first with a mean of 3.83 verbally interpreted as "Often" pertains to the orientation of the students on different class activities. Item number seven (7) "Explains clearly the objectives of K+12" with a mean of 3.76 ranked second (2nd). Item number nine (9), "Demonstrates new ways on how the lessons are presented" with a mean of 3.72 ranked third (3rd).

This means that teachers orient the students on different class activities wherein students' communication, creative and critical thinking skills are enhanced. This relates with item number seven (7), if the students' communication, creative and critical thinking skills will be developed, graduates of K+12 will be qualified to any field of work and will easily compete with the other graduates of other countries. This is related to the objectives of the K+12 curriculum.

Item number four (4) ranked last with a mean of 3. 29, which is "Discusses to the students the rationale why the enhanced basic education curriculum needs to be implemented." which is verbally interpreted as "Sometimes".

This finding reveals that teachers have to discuss from time to time the rationale why the K+12 was implemented. Students have to be aware that based on DepEd findings as cited by Poliquit, the Philippines has not yet met the standards

required of students to compete on an international level. Our country ranked the lowest in Math and Science in the international level of the 2003 TIMSS (Trends in International Mathematics and Science Study). The low achievement scores of the Filipino students can be attributed to poor quality education in our schools more specifically because the current basic education designed as-a 12-year curriculum is delivered in 10 years.

In summary, there are eight (8) items which are verbally interpreted as "Often" and two (2) items, "Sometimes".

The findings reveal that teachers in public schools in the Division of Quezon, District of Infanta engaged, oriented and demonstrated new ways on how the activities and lessons are presented. On the contrary, teachers have to constantly explain the logic of implementing the K+12 curriculum so that every student will be aware that graduates are not automatically recognized professionals abroad. The Philippines is the only country in Asia and among the three remaining countries in the world that has a 10-year basic education program. International universities and professions call for a 12-year education program. Add the fact that shorter schooling breed younger graduates, most of whom are younger than the legal limit of 18 to enter the workforce and arguably not as emotionally prepared for the demands that higher education, employment and entrepreneurship call for.

Some of the teacher-respondents shared:
"I always explain to my students the rationale why the K+12 curriculum needs to be implemented. I discuss the goals, purposes, objectives and benefits they can get from the curriculum. This helps them to be aware of the program of our educational system".

Teacher Practices in the Initial Implementation of K-12 Curriculum

The Data show that the 20 Highest Ranked Items on Practices in the initial implementation of the K+12 Curriculum in Infanta, Quezon. The above-mentioned ranking is based on the five categories of teachers' best practices in teaching.

Among the practices, "Reviews all subject matters first before delivery" under the area of teacher preparation with a mean score of 4.24 ranked first (1). Ranked second (2nd) under curriculum enhancement with a mean score 4.18 is "Simplifies content to suit the level of learners." "Assesses student performance through varied tools" with a mean score of 4.12 under teacher preparation ranked third (3rd).

Reviewing the subject matters first before delivery is considered as one of the best practices of teachers in Infanta District Division of Quezon. This category revealed that the students' level of thinking is highly considered to determine as to whether teachers need to make necessary adjustments to suit the levels of the learners.

Another category "Simplifies content to suit the level of learners" is taken into consideration as best practice of teachers in the Infanta District. Teachers observed that when the K+12 curriculum was initially implemented many of the lessons were not really fitted to the level of understanding of the students. Hence, enhancement/simplification of the contents to suit the level of learners was done.

"Assesses student performance through varied tools" is an area that is always employed by the teachers in the Infanta District. Knowing the results of assessments gives the teachers ideas whether they will improve teaching or they need to proceed to the next subject matter.

"Commences discussion of lessons with what students already know" with a mean score of 3.74 under teacher preparation ranked last. The above-mentioned category is the least practiced by the teachers from the Infanta District Province of Quezon. This means that the learners and the contents are the focus of the teaching-learning process.

In summary, there are eight (8) items on curriculum enhancement, 6 items on teacher preparation, 4 items on teaching strategies and techniques, two items on student preparation while no items on learning resources. In particular, the following are the teachers' best practices in the initial implementation of the K+12 curriculum: reviews all subject matters before delivery (teacher preparation), simplifies content to suit the level of learners (curriculum enhancement), Assesses student performance through varied tools (teacher preparation), uses varied assessment tools to rate student performance (teaching strategies and techniques), and creates situations that enable the students to develop communication skills (curriculum enhancement).

Problems in the initial implementation of K+12

The average mean score, 2. 60 which is interpreted as "Moderately a Problem" indicates that the teachers moderately experienced a problem when it comes to preparation/readiness. Item number one (1) ranked first with a mean of 3.17 verbally interpreted as "Moderately a Problem" refers to inadequacy of seminars/trainings and other related readings on K+12. Item number two (2) "Insufficient readings and study materials on K+12" with a mean of 3.14 ranked second (2nd). Item number three (3), "Lack of knowledge, skills, attitudes, values pertinent to K+12" and "Inadequate knowhow on the use of varied

assessment tools" with a mean 2.58 both ranked third (3rd).

Item number seven (7) ranked last with a mean of 2. 28, which is "Lacks mastery on teaching content and objectives", verbally interpreted "Slightly a Problem".

This means that teachers lack an orientation why the K+12 curriculum was implemented. Absence of proper orientation, insufficient readings and study materials and lack of knowledge, skills, attitudes, values pertinent to K+12 are some of the problems encountered by the teachers.

In summary, there are six (6) items which are verbally interpreted as "Moderately a Problem" and two (4) items, "Slighty a Problem".

The findings revealed that teachers in public schools in the Division of Quezon, District of Infanta are in need of trainings/seminars on teaching strategies and techniques related to K+12. Trainings and seminars aim to equip every teacher with contemporary teaching strategies to be used in classroom discussion. In teaching to be able to give children quality learning, varied teaching strategies and techniques are necessary. These inspire pupils to learn more. This is based on the concept that education is a preparation for adult life, mental discipline, transfer training, acquire knowledge for its sake, seeking truth and perception, and habit formati0n.

Some teacher-respondents shared:

"In the first year of the implementation of the curriculum, we made necessary adjustments. Everything is new to us; the lessons and activities even the designs on how to attack the lessons are totally different. We are confused of what strategy to use. We lack training on constructivist approaches. The curriculum is more on employing the constructivist methods."

Interpretation of items on problems on teacher preparation/readiness.

The average mean score, 2.75 which is interpreted as "Moderately a Problem" indicates that the teachers experienced moderate problems in terms of enhancement of the curriculum.

Among the ten (10) items on problems on curriculum enhancement, item number three (3) ranked first (1st) and got the highest mean score, 3.00, verbally interpreted as "Moderately a Problem" refers to integration of the resources and needs of the community is not evident in the curriculum. Item number six (6), "Project-based learning activities have not been carefully planned" with a mean of 2.97 ranked

second (2nd) while item number seven (7), "Revision as needed to make content relevant has not been given attention" with a mean of 2.93 ranked third (3rd).

This result showed that teachers are not experts in revising the content as well as planning and designing activities that employ project-based learning or constructivist approaches. They lack the ability in designing lessons using project-based learning (PBL). PBL as described by Markham (2011) "integrates knowing and doing. Students learn knowledge and elements of the core curriculum, but also apply what they know to solve authentic problems and produce results that matter. PBL students take advantage of digital tools to produce high quality, collaborative products. PBL refocuses education on the student, not the curriculum--a shift mandated by the global world, which rewards intangible assets such as drive, passion, creativity, empathy, and resiliency. These cannot be taught out of a textbook, but must be activated through experience."

On the other hand, as revealed in Item number nine (9) ranked last with a mean score of 2.30, verbally interpreted as "Slightly a Problem" means that teachers do enhancement of the subject matter. They consider the level of students. It means, if topics/activities were difficult for the students to understand, necessary revisions were made.

The above-mentioned finding was supported by a teacher-respondent's statement on open-ended question number four (4), "Content enhancement, researches, and readings were made to get ideas on how to design lessons/activities to catch the students' interest".

This finding revealed that the teachers in the Division of Quezon, District of Infanta were adequately knowledgeable when it comes to curriculum enhancement. They possess the ability on how to modify the prescribed curriculum for easy understanding. On the other hand, they lack knowhow on how to engage constructivist approaches which require the students to learn as they work on their own.

Further, the findings manifest that the DepEd is wanting in the conduct of regular trainings/seminars which focus on designing plans/activities in line with the constructivist theory. Since, K+12 aims to equip every K+12 graduate with the necessary knowledge, skills, attitudes, and values, they will be taught of the above-mentioned characteristics from Kinder to High School. There will be a better senior high school implementation. Through this, they will be able to meet the standard of education which is to be competent graduates, competent and productive in the world of work.

Some respondents expressed:

"Our students are not exposed to the community. They are rarely engaged to field trips especially in the elementary level, because of the financial incapability of the parents/ learners. Even a single penny to have a copy of the materials needed for discussion is a burden to them, how much more if they will spend on transportation for field trips".

Teaching Strategies

The average mean score, 2.87, interpreted as "Moderately a Problem" indicates that the teachers experienced moderate problems in terms of employing teaching strategies and techniques in teaching.

Out of the 10 items, item number three (3) "Lack of technology assisted-instruction" ranked first. This finding revealed that teachers lack the ability in using appropriate materials for a technology-assisted instruction. The answer "moderately a problem" proves that teachers only occasionally used technology and other ICT-related materials in teaching.

The finding was supported by the response of the teacher-respondents in open-ended-question number 4. According to the teacher-respondents, "Technology and other ICT-related materials needed for instruction become problems in teaching because we ourselves do not have the ability to operate computers. There are also no enough facilities and ICT- related materials that can be used in teaching in our stations. They also shared that students are not inclined to operating computers so they prefer not to use such in teaching"

Item number six (6) "Resources of the community are meager for student exposure" ranked first with a mean of 3.21 which is verbally interpreted as "Moderately a Problem". Item number seven (7) "No qualified or available resource speaker to share expertise on the subject matter", with a mean of 3.06 ranked second (2nd). These two items are closely related as both refer to community resources. These resources can be places or persons. Students can acquire authentic learning if they go on excursions/fieldtrips. Fieldtrips are more than a "vacation" from school. Coupled with meaningful and relevant lesson objectives, a field experience can engage students in learning and leave a lasting imprint. The experience is very useful because it engages most of Gardner's multiple intelligences, including the naturalist bodily-kinesthetic, interpersonal, verbal-linguistic, intrapersonal, visual-spatial and logical-mathematical. Teachers who routinely integrate multiple intelligences into their lessons and assessments engage the different types of learners, making the learning process successful for all.

There is no question that every fieldtrip or experience requires more time and coordination, especially on the part of the instructor. But the benefits far outweigh the challenges. Students gain meaningful, hands-on experiences directly tied to course objectives and content standards. The best part of a well-organized field experience is that students will remember the "whats" and "whys" even after the class has ended.

Some of the respondents explained:

"In our station, supplies of computers are very inadequate. It will be helpful if we have more of them, so that the needs of digitally-native learners will be addressed".

Problems on Learning Resources.

The average mean score, 3.34 which is interpreted as "Moderately a Problem" indicates that the teachers experienced moderate problems in terms of providing enough learning materials. Three out of ten items on problems in terms of learning resources got a verbal interpretation, "Much of a Problem". Item number three (3), "No available modules in the subjects" ranked first (1) with a mean score of 3.76 while item number six (6) "Few reference materials are found in the school library" ranked second with a mean score, 3.52, verbally interpreted as "Much of a Problem". Item number nine (9), "Limited numbers of books and references are found in the community library" ranked third (3rd) with a mean score of 3.5 and verbally interpreted as "Much of a Problem".

These three items are closely related with each other. All pertains to inadequacy of learning modules, books, and other references. The result, "Much a Problem" revealed that learning materials were not provided for when the Enhanced Basic Education Curriculum was initially implemented.

This finding relates with the answers of the teacher-respondents wherein they listed that the most pressing problem they encountered when K+12 was initially implemented was the absence/lack of learning materials. If there were materials provided, only the teachers owned a single copy of them and the contents were good for the second quarter only.

Among the items on problems in learning resources, item number five (5) inadequate community resources as an aid of student learning ranked last with a mean score, 3.07, verbally interpreted as "Moderately a Problem". This means that the community can only be considered as a secondary source of learning.

In summary, among the five (5) areas on problems when K+12 curriculum was initially implemented, lack of learning resources became the major problem of the teachers of the Division of Quezon, District of Infanta. Learning materials according to Jocelyn Right (2014) are the resources teachers use to deliver instruction. Teaching

materials can support student learning and increase student success. Ideally, the teaching materials are tailored to the content in which these are used, to the students in whose class these are used, and the teacher. Teaching materials come in many shapes and sizes, but they all have in common the ability to support student learning.

On the other hand, teachers learned to be resourceful in reproducing the learning materials.

Some of the respondents shared:

"Learning materials are a big problem, no available modules, books and other references to be used. We only use the old references available in the library".

Problems on Student Preparation/Readiness

The average mean score, 2.97 which is interpreted as "Moderately a Problem" indicates that students were inadequately prepared with the enhanced curriculum. Three out of ten items on problem in terms of student preparation mainly focused on problems that explain and orient the students on the rationale, goals, purposes, and objectives of the K+12 curriculum. Item number two (2), "Lacks orientation, symposium to broaden the knowledge on K+12" ranked first (1st) with a mean score of 3.28 and verbally interpreted as "Moderately a Problem". Item number three (3), "Lacks knowledge on the rationale on the implementation of the enhanced basic education curriculum", ranked second with a mean score, 3.19, verbally interpreted as "Moderately a Problem". Item number one (1) "Poor awareness on the goals, purposes and objectives of the K+12 curriculum ", ranked third (3rd) with a mean score of 3.09 and verbally interpreted as "Moderately a Problem".

These three items are closely related with each other. All of them pertains to the poor orientation and explanation to the learners of the rationale, goals, purposes and objectives why the curriculum was implemented. The result, "Moderately a Problem" revealed that they are unaware of the benefits they will acquire after graduating under the enhanced curriculum.

In summary, among the five (5) areas on problems met by teachers when the K+12 curriculum was implemented, student preparation/readiness ranked second (2). On the whole, schools through school heads and teachers failed to conduct regular symposia/proper orientations to students, parents, stakeholders about the K+12 curriculum.

Some of the teacher-respondents explained:

"Orientation and explanation done by teachers and school heads before the scheduled of classes are not enough. There must be experts to be invited to share expertise about the curriculum".

Problems on implementing the k+12 curriculum

"No available modules in the subjects" with a mean score of 3.74 ranked first (1st). "Few reference materials are found in the school library" with a mean score of 3.52 ranked second (2nd). "Limited numbers of books and references are found in the community library." with a mean score of 3.51 ranked third (3rd).

Absence of learning materials (books, modules and other references) became the major problems of the teachers from the Infanta District Province of Quezon. The above-mentioned problems were supported by the answers of the teacher-respondents in the open-ended questions.

"Lack of understanding on concepts and class activities" with a mean score of 3.02 ranked last. This means that teachers from the District of Infanta Province of Quezon possess some knowledge on how to enhance the curriculum or the contents for the learners to fully understand the subject matters.

Out of the 20 highest ranked items on problems on the initial implementation of the K+12 program, 10 are on learning resources, five (5) on student preparation/readiness, three (3) on teaching strategies and techniques and two (2) on student preparation/readiness while zero (0) for curriculum enhancement. Therefore, the most pressing problems of the teachers in the District of Infanta Province of Quezon are on learning resources followed by student preparation/readiness. In Particular, the most pressing problems of the teachers in the initial implementation of the K+12 program are: no available modules in the subjects, few reference materials are found in the school library, limited numbers of books and references are found in the community library, few available materials for projects and research work, and absence of resource persons to give further discussion/talk about specific topics.

Correlation Of Practices And Problems In The Initial Implementation Of K+12

The correlation between the teachers' practices and their problems relating to the initial implementation of the K+12 curriculum is presented in Table 18.

From data analysis known that the computed coefficient of correlation, .55, with a verbal interpretation of marked substantial relationship, reveals that the practices relate with the problems of the teachers in the Division of Quezon, District of Infanta, in the initial implementation of the

K+12 Curriculum. This signifies that their practices positively relate with their problems. To determine whether the coefficient of correlation obtained is significant, the t-ratio was computed. The obtained t-ratio was 6.55 which registered significance at the .01 level. This shows that there is a significant relationship between the practices and problems encountered by the teachers in the initial implementation of the K+12 Program. Therefore, the null hypothesis which states that 'there is no significant relationship between the teachers' practices and problems in the initial implementation of the K+12 Curriculum' is rejected.

Correlating the practices in teaching with the problems they encountered when the K+12 was initially implemented, the relationship obtained was significant. In others words, while the teachers were found to be consistent in employing certain practices in teaching or good in their performance, the problems they encountered hindered them in delivering excellent outcomes. Students' educational achievement as cited by national and international tests and competitions were very low; far from the international mean score or the standard passing rate which is 75 percent as prescribed by the Department of Education.

Through this very alarming scenario in our educational system, to be able to achieve the ASEAN standards and to be able to compete with the international standards, the government through the help of three educational agencies: Commission on Higher Education, Department of Education, and Technical Education Skills Development Authority is currently doing educational reforms in the three identified educational levels. One priority and a very relevant initiative is outcomes-based education (OBE).

This concept revolutionizes the evaluation of teaching performance. Teachers will be withdrawn from the traditional ways of teaching; instead they will be focusing on the outputs or what students have learned. Here, their creative, critical, communication and problem-solving skills will be honed and developed; and their abilities to formulate solutions to the problems and projects which would make them to be contributing members of their communities and also the global community as whole are practiced. Truly, teachers play vital role in the community as reiterated by a former Secretary of Education "Be proud you are a teacher, the future depends on you".

Implications for an Effective Implementation of Senior High School

The last specific question asked in this investigation pertains to the implications derived from this study for an effective K+12 implementation. The following are the significant implications:

First, the findings that majority of the teacher-respondents are in the middle age and that many of them are female imply that they are experienced working with kids and are tied to the home. This implies that they are best substitutes to take the position of being second parents to elementary and secondary students. It is a fact that a school serves as second home for every learner, meaning each of them will be provided parental guidance when their parents cannot attend to them.

Second, the findings that majority of the teacher-respondents are young, as what has been mentioned in the first finding that majority of the teacher-respondents are at a young age, imply that they are active, dynamic, energetic, responsible and resourceful. This implies that they will be able to perform every assigned task to them mostly in teaching and in managing the class. Their ages can be considered in the prime level, thus they are more productive and proactive.

Third, the findings that most of the teacher-respondents are married. This finding shows that teachers and elementary and secondary levels imply that more parental care is involved. As a teacher, who pays attention to the students' needs would require deep passion for the children. He/She has to fully understand their attitudes, necessities and interests.

Fourth, the findings that all of the teacher-respondents hold a degree in education imply that they possess the necessary knowhow in child psychology, growth and development. The fact that they understand, know and apprehend one's uniqueness and differences, they can guide and teach them well.

Fifth, the findings that majority of the teacher-respondents hold BEED/BSED with MA units imply that they need to be encouraged to finish their master's degree. This implies they

will be more research-oriented. Earning graduate studies degrees helps the teachers to be more competent in teaching in the subjects they are handling.

Sixth, the findings imply that teachers are in need of adequate trainings and seminars about the latest innovations in teaching, especially nowadays that students are more engaged in technology. In this manner, they will be equipped and be abreast of the latest strategies and methodologies in teaching.

Seventh, the findings that majority of the kindergarten and elementary teachers have five and

above preparations. This implies that they are in need of teacher-assistants to address the large number of pupils and to do other school chores. Large number of pupils in the classroom and many lesson preparations hinder them to be effective teachers, thus, number of class size and lesson preparation must be reduced.

Eighth, the findings that most of the teacher-respondents utilize lesson planning. Teachers review the subject matter before the delivery, prepare all the needed materials and assess the students through varied assessment tools. They also consult regularly with school heads and experts for updates in curriculum. This implies that good teaching ensures effective learning and good classroom management.

Ninth, the findings that many of the teacher-respondents simplify, design, and integrate the contents that will get the students' interests and will develop their creative, critical, communication and problem-solving skills. This implies that if these are practiced regularly there will be an effective teaching-learning process.

Tenth, the results that many of the teacher-respondents explore varied assessment tools and employ the uses of varied teaching strategies in teaching imply that strategies address the students with different levels. If these are always done, students will be developed holistically.

Eleventh, the findings that teacher-respondents find difficulties having a complete and enough numbers of learning resources. They are in need of materials and human resources. Materials imply that as an integral part of the teaching-learning situation, these help to bring about permanent and meaningful experiences.

Twelfth, the findings that most of the teacher-respondents come up with different class activities and motivate the students to engage in independent study imply that they establish real, concrete and explicit learning.

Thirteenth, the results that teacher-respondents lack seminars , trainings and readings related to the area of their specialization and of the K+12 curriculum imply that these hinder them to design lessons/activities prescribed in the newly implemented curriculum. This also implies the need for teachers to be familiar with the latest teaching strategies and techniques to create fun and engaging lessons.

Fourteenth, the findings that many teacher-respondents do not expose the learners to community resources, integration of the community as resources is not evident imply the needs of the students to be engaged to excursion/fieldtrips to make learning effective, direct and authentic.

Fifteenth, the findings that most of the teacher-respondents lack appropriate technology-assisted instruction and ICT-related materials, imply that teachers have to be equipped with knowledge and skills in manipulating such. This helps to catch the learners' interests especially nowadays that they are in the digital age. The more engagements to the resources, the more that learning occurs.

Sixteenth, the findings that many teacher-respondents need to be resourceful enough to address the scarcity of teaching materials imply that teachers must tap community members and materials in the local community which can be very good substitutes for what are needed to implement the curriculum. Some can be resource speakers. They can be interviewed. The whole community can serve as a curriculum resource thus each has a great stake in curriculum implementation.

CONCLUSIONS AND RECOMENDATION
Conclusions

Based on the findings of this study, the following conclusions are hereby drawn: (1) the teacher-respondents in the pre-elementary, elementary and secondary public schools in the Infanta District of Quezon are predominantly female and married, in their age bracket 31-40 years, have finished teacher education courses with licenses and civil service eligibilities and with graduate education units, have been teaching for 10 years; and have attended trainings on K+12 below 10 times.

(2) In the initial implementation of the K+12 Curriculum, the teachers were able to refine best practices in three areas of the five identified areas of concern. There were no identified best practices in learning resources as well as teaching strategies and techniques while the following are the top ten best practices in the areas of teacher preparation/readiness, curriculum enhancement, and student preparation/readiness: (a) reviews and ensures understanding of subject matter before delivery, (b) simplifies curriculum content to suit the level of learners, (c) measures student performance through varied assessment tools, (d) creates situations that enhance communication skills among students, (e) integrates learner nature and interests into subject matter, (f) prepares the needed materials before starting lesson proper, (g) designs activities that develop student creativity and flexibility, (h) explores the use of appropriate varied teaching strategies and techniques, (i) integrates with the lessons the culture, customs and traditions of the community, and (j) uses student

base-knowledge on lesson as a springboard for discussion.

(3) The top ten most pressing problems encountered by the teachers in the initial implementation of the K+12 Curriculum are: (a) no available modules for use in the different subject areas, (b) very few books and other references are found in the school library, (c) very limited related reading materials are available in the community library, (d) very few available materials for projects and research work, (e) absence of resource persons to enhance discussions on specific topics, (f) inadequate seminar-workshops/symposia to broaden knowledge on K+12, (g) lack of technology-assisted instructional materials, (h) insufficient computers and other IT equipment in aid of instruction, (i) community resources are meager for student exposure, and (j) lack of textbooks in the different subject areas.

(4) The practices of the teachers to bring about an effective implementation of the K+12 Curriculum significantly relate with the problems they encountered. The more practices they initiated, the lesser the problems they encountered or the other way around.

Recommendations

Based on the aforementioned findings and conclusions, the following are hereby recommended to the following: (1) Teachers; (a) participate in more seminar-workshops/ trainings on the K+12 curriculum and other K+12 related seminars and trainings to be able to effectively implement said curriculum considering in particular the skill in designing appropriate instructional modules and audio-visual materials as well as the use of varied assessment tools; (b) Through self-study and own initiatives, master the competencies and skills in enhancing the curriculum to fit the nature, needs and interests of the learners as well as the needs of the industry and the community thus making the curriculum relevant and responsive for purposes of mitigating the problem on mismatch; (c) learn to indigenize and localize the curriculum in order to maximize the use of community resources for student projects and research work as well as to make the curriculum appropriate in addressing community needs; (d) explore and establish linkages with different sectors in the community as well as other educational institutions, business establishments and agencies to act as partners in the effective implementation of the K+12 curriculum; (e) make a survey on community resources and needs or an environmental scan to get the necessary and appropriate information in contextualizing or

enriching the curriculum; (f) partner closely and harmoniously with the students' parents to solicit their all-out support in effecting an effective K+12 curriculum implementation; (g) step-up the student orientation campaign regarding the K+12 curriculum for them to fully understand its rationale, objectives and importance.

(2) *Heads of Schools;* (a) sponsor more in-house K+12 seminars and trainings or provide budget for them to attend such activities off-campus for purposes of a heightened understanding on the K+12 curriculum; (b) regularly mentor and monitor teachers on how the K+12 curriculum should be properly implemented and evaluate to cite and reward functional practices, address problems or eradicate undesirable practices in the implementation; (c) create a dynamic home-community-school partnership to collaboratively advance the objectives of the K+12 curriculum; (d) Allot adequate budget for the purchase of K+12 books and other reference materials, modules and IT equipment in aid of instruction; (e) track the progress and evaluate the implementation of the K+12 curriculum as a basis or groundwork for the forthcoming implementation of Senior High School.

(3) *Students;* (a) strive to understand and to fully embrace the rationale and objectives of the K+12 curriculum by being focused during information drives especially organized for them; (b) cooperate with their teachers in the attainment of the objectives of their daily lessons.

(4) *Parents*; (a) attend K+12 forums/symposia to fully understand the need and benefits of the K+12 curriculum; (b) provide for and assist their children in the accomplishment of their school projects and research work as well as assist them in their reviews for major examinations; (c) partner with the school in providing the best quality of education for their children.

(5) *District Supervisor*; (a) conducts regular visits to the schools to provide the necessary assistance in the effective implementation of the K+12 curriculum

(6) *Department of Education*; (a) make a survey on the needs and problems of the schools relative to the implementation of the K+12 curriculum and promptly offer corresponding appropriate solutions; (b) provide follow-up K+12 seminar-workshops/trainings to teachers geared at an effective K+12 implementation; (c) provide to all schools the necessary building and laboratory facilities as well as learning resources required; (d) track and evaluate the initial implementation of the K+12 curriculum for purposes of immediately addressing any problem or difficulty encountered; (e) make use of the findings of this study as a basis or groundwork in bringing forth an effective

implementation of the Senior High School Program.

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DEVELOPMENT MODEL IN ISLAMIC EDUCATION THROUGH SOCIAL PROBLEM STRATEGY TO FORM STUDENT'S SOCIAL INTELLIGENCE

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ABSTRACT

Character education through Islamic education learning is a strategical effort to develop the quality of Indonesian human resources. An enhancement on character value in higher education institutions can be performed by implementing a social-problem-based Islamic education. Islamic education based on social problem is expected to be able to develop student's social intelligence. This research aims to develop a package of Islamic education based on social problem as a way to develop student's social intelligence. The result shows that (1) the result of substance exploration study upon social intelligence component being developed in Islamic education based on social problems highlights the awareness of self and others situational, empathy competence and communication competence. (2) the developed educational package is reasonable and can be utilized as educational package. There are 75% people that validates ("validation persons") who assessed the package as 'very valid' and the rest 25% assessed it as 'valid'. (3) Islamic education package based on social problem can enhance student's social intelligence.

Keywords: development, project-based learning model, learning media, learning outcomes

Character development through education is a strategical effort to advance our nation. Human resources quality of a nation is determined by educational process, one of the way is through character education. Reorganization of character education, in higher education curriculum structure, can be performed by, one of the way, implementing an education that emphasizes on the process of student's character development.

College as a higher education institution is obliged to develop characters of the students, whether in academic field or non-academic field as well as spreading out science and knowledge for the sake of society advancement. In order to spread out science and technology, students are liable not only to master academic competence, but also the competence to establish social interaction.

In social life, the basic value of social interaction competence is an essential value that needs to be developed in educational process, considering that human beings are dignified creatures. The basic value of this social responsibility cannot be obtained from social environment, individual or communal interactions. The interaction being performed is marked by the existence of concern for others, kindness for each other and love. Hence, the embedded process is considered as an important matter in establishing the awareness of teaching subjects upon their social life.

Social intelligence may occur in the form of entire parts of the development of one's competence that is utilized for interacting or connecting effectively to others. Specifically, the referred social intelligence may come up in the form of competence in performing interaction with others and in understanding others.

In the structure of Indonesian higher education curriculum, Islamic education holds an important role in transforming values which based on Islamic dogma to form student's personality with character. Through the lecturing of Islamic education, it is expected for the lecturing to be able to form student's character to be the one with interpersonal competence in building interaction with their social environment that is referred as social intelligence.

In the context of Islamic education learning which contains norms value, the activities for social intelligence development including development of substances, process and arousing atmosphere or environment that support the students to improve their well behaviors in their daily life. Learning experience is directed on the development of learning interaction atmosphere that is designed to achieve the goals of social intelligent character forming, by conditioning learning situation and condition that sought after the students so that they will be accustomed to behaving according to norms value and social intelligence character.

Islamic education based on social problem emphasizes on social problem as the basic analysis. Hence, it is expected that the transformation of Islamic dogma values will be dynamic and can provide appropriate response toward the problems that occur in society.

Islamic education based on social problem, in this case, is different from the conventional Islamic education, as provided in the table below.

No	Conventional Islamic Ed	Social-problem-based Islamic Ed
1	Based on belief (doctrine)	Putting social problem as the basic.
2	Using exclusive paradigm	Using inclusive paradigm.
3	Orientating on the mastery of theology and religious rituals	Orientating on religious norms and ethics to form social behavior and social problem solving
4	Curriculum based on religious knowledge	Curriculum based on social reality
5	Religious norms become learning materials for the students to memorize and understand	Religious norms are embedded to the students as the base for them to behave and act in society
6	Students are charged to master religious knowledge	Students are guided to be religious agents in social development

Table 1. Differences of conventional and social-problem-based Islamic education implementation (Sutrisno, 2012).

Ability to analyze social problem becomes a tool to form student's social intelligence. By problem solving skill, the students will get not only knowledge but also the competence in utilizing all of their obtained knowledge to overcome new situation or to solve the problems related to real life. Application of whole knowledge in social life problem solving will enhance student's competence in overcoming life reality and their skill in solving problems. This problem solving skill, in social life context is considered as an effort to form a character on the students who have social intelligence.

Through problem solving, the student will be motivated to expose themselves in thinking process, obtaining learning experience directly by themselves. Ability in solving problems which is integrated with Islamic dogma value is important for the students in the future. Competences in Islamic value, in this case, are assessed by positioning student's understanding upon values exposed to various problems that occur in social life.

The specific goals of this research are to describe the substance of Islamic education materials based o social problem as an effort in developing student's social intelligence, to

describe that the educational package being developed can be implemented. Meanwhile, the urgency (advantage) of this research is to generate a package of Islamic education that may form student's social intelligence.

METHOD

This study is categorized as a *Research and Development (R&D)*study. Research procedures employed in this study adopted research procedures proposed by Carey (2005). Research Step I utilized developmental research design (Carey, 2005). The main target of this research is to arrange model prototype of Islamic education based on social problems. Hence, a survey on (1) theoretical concept of material substance on Islamic education based on social problem was needed. This survey was utilized as a material to arrange the model prototype. Product design. Manifested in the form of educational package development. Design validation was conducted by expert lecturers education/teaching design, material experts. Design revision. Validation result was done for the remedial of educational package and Revision of product after the research result was analyzed and performed through *Focus Group Discussion (FGD)*

The outcome of this research activity is the educational package that has been revised and been ready for try-out or implementation. This research took place on higher education institutions in *Malang Raya.* The subjects (respondents) of this research are Islamic Education Lecturers in *Malang Raya.*

RESULTS AND DISCUSION
Results
Components of social intelligence being developed in Islamic Education through Social Problem Strategy

Social intelligence as a competence of an individual in performing social interaction is related to the competence of an individual in establishing relationship with the environment or a group of society. In the context of social relation, social intelligence is the ability of an individual to contribute him/herself on his/her social surroundings, signified by the individual skills in positioning him/herself in social interaction, both in self-understanding and understanding-towards-others aspects.

This development on social intelligence may occur in the form of entire guidance from the one's competence which is utilized for interacting or communicating effectively with the others. Fundamental aspects in this social competence guidance may be implemented via materials delivery in learning programs that emphasize on the forming of social intelligence.

Self-Situational and Others-Situational Awareness

Situational skill upon one's self and others' selves is a well-managed skill in terms of interacting with others and scrupulously reading surrounding situation. The forming of this competence is started by understanding one's own emotion then dealing with others' emotion.

This social proficiency is an aspect that may support the succeed in mingling with others. The absence of this skill from ones' selves may result in the inability in dealing with social world. Indeed, due to the absence of these skills, people with such high academical value are mostly fail in maintaining their relationships (Goleman, 2002:158-159).

According to the research findings, lecturers deliver these situational comprehension upon one's own self and others' selves through the delivery of materials that shall lead students' awareness of their natural tendency as human in life.

Situational comprehension is directed on the transformation process of cognitive through the deliveries of concepts, facts, principles on the materials as quoted from the following interview

Discussion of contents of materials or subjects in Islamic Education (*"Pendidikan Agama Islam"* - PAI), such as : Human rights, Democracy in Islam, Ethics, morals, religious harmony, civil society and human prosperity, where these materials are more possibly to be an entry point to develop student's social intelligence.(REK WWCR-DS-S-UMM)

Moreover, those materials are elaborated on the discussion of the nature of life, social life, meaning of life, purposes of life and how existence and actualization from students as human beings who hold noble obligations to bring this universe into a better one go on.

Message transformation is delivered by integrating character value taught in Islamic education according to normative guidelines from *Al-Qur'an*. Moreover, it is also delivered through social life problem analysis.

Empathy Competence

Empathy is one of the important skills that needs to be developed in students' daily life. Empathy is also one of the important parts of social intelligence. It is closely related to other components such as basic empathy, harmony in empathic accuracy and social comprehension.

Empathy is understanding the feelings and problems of others and thinking from their point of views, appreciating the difference in others' feelings upon many things (Goleman,

2002:428). According to Goleman, the competence in sensing one's feeling before the corresponding subject say it in words is the main essence of empathy.

Empathic attitude in social interaction is essentially needed, because through this attitude, students will be able to read the social tendency of others and may result in positive attitude to always understand others' conditions. By possessing this empathic attitude, the students' will understand their friends better, and possess a high social attitude to their peer friends. The impact shows is that the learning and teaching process and relationship of individuals with others will be maintained better.

Batson et al. (1997) in their journal entitled *Information Function Of Empathic Emotion: Learning That We Value the Other's Welfare* conducted a research to identify the effect of empathy on the attitude which generated three steps of model, they are:
a. Performing a perspective view on somebody who are in a condition of needing some helps (for instance by imagining what they are feeling) will improve empathic *feeling* on those individuals
b. *Feeling* this empathy will bring towards a perception to improve individual condition
c. According to the assumption that individuals as the members of certain group who need helps, a positive assessment is generalized to the group as a whole, so that the one who empathize on a member of that particular group will make that group member will give the same empathetical response on the group as a whole.

Mercer and Reynolds (2002) stated that empathy may form climates between individuals free from defensive attitude and may result in the individuals to be able to talk more openly about their perception on their own needs.

Moreover, Ioannidou and Konstanikaki (2008) stated that *teamwork* is a quite effective way in making an individual to be more focus in forming their empathy attitude, by supporting that particular individual by understanding others' needs and providing some suggestions that they probably need, and also cooperating together in achieving a certain goal. This is one of the way to develop individual's confidence in their daily interaction and cohesiveness inter-group members to be in a better harmony.

According to the research finding, empathetical competence is being developed by the lecturers through message transformation as quoted from the following interview.

The implementation of PAI that orients to the problem solving emphasizes on the social problems, social problems, poverty, ignorance, oppression, the difference in loving and

appreciating other human beings and especially other parties, putting service into top priority and to live worthwhile for others, and social empowering,(REK-WWCR-DS)

The development of empathic attitude is directed on the cognitive transformation process via delivery of concepts, facts, principles of materials which are accompanied by social problems. Analysis of social problems is directed to establish students' awareness so that they can feel the experience of being on the shoes of the others as illustrated and according to the analysis of the social problems.

The development of educational package comprises of guideline and textbooks.

After the package is developed, then a validation upon the package is performed. Validation execution on 1 lecturer of material contents and educational/learning design expert.

Table 1. Summary of Educational Package Validation Results

No	Aspect	Validation Result				
		1	2	3	4	5
1	Aim(s)	0	0	0	2	6
2	Material(s)	0	0	0	3	5
3	Recency	0	0	0	1	7
	Mean	0	0	0	2	6
	Percentage	0	0	0	25	75

Descriptions:

It can be seen that, 75% of validation persons saying that it is very valid, 25% of them stating that it is valid, so that the developed educational package can be considered as valid or reasonable to be implemented on Islamic education course.

Discussion

Higher education institution as an educational institution holds a role to form the younger generation hopeful for this nation and it needs to develop a character education which emphasizes on he forming of student's social intelligence. Education is an important aspect in the development of social intelligence, especially during the period of self identity forming, which is performed on the students.

Social intelligence, as well as other self qualities, does not developed automatically. Social intelligence development on each of the students is not only affected by nature factor but also nurture factor. Hence, socialization and education that are closely related with the value of kindness whether in the college, in society or wider environment is essential in the forming of student's character who has a high social intelligence.

Social intelligence as a competence to interact with others needs to be developed. The

intelligence includes sensitivity for detecting others' needs, consciousness to act empathetically or feeling others' hardships and ability in putting own self on others' shoes in a certain social situation. Social intelligence also includes competences in communication, cooperation, sharing ideas, negotiation, acting in full responsibility awareness, etc.

Via Islamic education based on social problems, the students are likely to be able to develop their social intelligence which is considered as one of the important competences that they need to master as the agents of change. According to Goleman (2006), an individual who possesses a high social intelligence has these two major competences as follow. They are: *low-road capacities* means that a basic competence in social intelligence that automatically operates beyond human consciousness and happens quickly. *Low-road capacities* includes: basic empathy and synchronization. On the other hand, *high-road articulations* is a more complex competence in social intelligence which operates with the control of desire or will. It needs some efforts and conscious motive and happens slower, such as: empathy accuracy and effects (*influence*).

The developed educational package contains guidelines, and some validations are executed on the textbooks by the experts of material contents and education/learning design experts. The validation result shows that 75% of the validation persons saying that the package is very valid and the rest 75% acknowledged that it is valid, so that the educational package that was being developed can be considered as valid or proper to be used. FGD implementation FGD implementation for the enhancement of developed package. FGD implementation with the lecturers of Islamic Education and lecturers of educational technology.

CONCLUSIONS AND SUGGESTIONS
Conclusions

The developed educational package is reasonable and can be utilized in Islamic Education. The number of validation persons stating that or stating that the result is very valid were 71.87% and the rest of 28.14% acknowledged it as valid. The developed Islamic education package may optimize character development, especially student's social intelligence.

Suggestions

Package of Islamic education based on social problem as an effort to enhance student's social intelligence can be a reference alternative for lecturers in developing a strategy for developing student's social intelligence. The educational package can be used as a reference for developing an educational package for materials that have the

similar or nearly similar characteristics. The implementation of Islamic education based on social problem can be implemented on other materials since it optimizes the forming of student's social intelligence. ✍

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EFFECTIVENESS OF TEACHERS' COLLEGIAL ACTIVITIES IN SUPPORTING PROFESSIONAL DEVELOPMENT

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ABSTRACT

Teachers' collegial activity is one form of continues professional development (CPD) that aimed to improve teachers' competence. This article aimed at describing the effectiveness of teachers' collegial activity in promoting teachers' professional development. This quantitative-descriptive study involved 31 teachers in Jawa Timur area, using checklist and interview guide as the instruments. The checklist measured the effectiveness of teachers' collegial activity from the aspects of 1) supportive, 2) job-embedded, 3) instructionally-focused, 4) collaborative, and 5) ongoing. It was found out that teachers' collegial activities were categorized "efficient" in promoting teachers' professional development, but needs improvement in the aspects of instructionally-focused and ongoing.

Keywords: continues professional development, teacher professional development, collegial activity

Teachers as front liners of the nation in educating and shaping future generation have to dedicate themselves to education and never stop learning. By choosing teacher as a profession, one has to continue learning as long as he or she holds the profession. Teachers have to hold their professional responsibility through Continuous Professional Development (CPD) as long as they are committed to be educators (Amin, 2012; Brown, 2007). They have to continue developing their competence by gathering new information on current teaching methods, strategies, and technology.

In Indonesian context, according to Law No. 14/2005 Verse 8, a qualified teacher is viewed from the following criteria: academic qualification, competence, educator certificate, physical and psychological wellness, and capability to achieve national education target.In addition to the need of possessing the pedagogical knowledge, teachers as professional educators also need to have very good mastery in the subject matter they teach, as well as possess teaching ability and professional responsibility (Minister of National Education Regulation No. 16/2007). Furthermore, teachers' professional development has a big impact to students' learning (Kang et.al, 2013) as it will eventually facilitate the students to achieve optimally (Usman, 2011), and more significantly, students' individual development (Cubukcu, 2010).

Teachers can decide to work on their professional development either based on their own awareness (bottom-up development) or on the requirement of their institution (top-down development). In bottom-up development, teachers become an active initiator and overtakes the responsibility for their own professional growth. As for top-down development, teachers improve their competence because of being enacted by their institutions (Christodoulou, 2010, as cited in Putri, 2015).

In Indonesian school context, teachers as individuals or together with their colleague have to be involved in a learning organization by consciously, voluntarily, and intensively joining different kinds of learning activity to develop their competence (National Education Ministry, 2010). Government Regulation No. 1 2010 on Continuous Professional Development stated that teachers are regulated to develop their competence, one of which is through collegial activity, a scientific summit activity held to help teachers achieve a standard or above required standard in their professional competence. The collegial activity includes: 1) workshop, seminar, or activities held by teachers' community, 2) speaker or participant in a seminar, panel discussion, or other scientific summits, and 3) other collective activities on teacher's practice.

It requires an effective professional development activity in order to achieve the aim of CPD, that is to support teacher's professional competence. According to Hunzicker (2010),an effective professional development activity should have the following characteristics: 1) supportive, 2) job-embedded, 3) instructional-focused, 4) collaborative, and 5) ongoing.

The first characteristic of an effective professional development activity is supportive, which is a fundamental pre-requisite for learners of all ages

(Csikszentmihalyi, 1997) because it supports teacher motivation and commitment to learn.It addresses the learning needs of specific schools, classrooms, grade levels, and teachers (Quick, Holtzman, & Chaney, 2009). It accomodates teachers' individual learning styles and preferences (Tate, 2009) and allows teachers to choose their learning pace and direction (Fritz, 2000; Porter et al., 2003). This combination strengthens teachers' commitment to develop their competenceand increases their motivation to learn (Porter et al., 2003; Smith et al., 2000). Once this supportive characteristic earned, teachers' commitment and intrinsic motivation are established, and therefore, effective professional development is likely to be achieved.

The second characteristic of an effective professional development activity isjob-embedded, which makes it both relevant and authentic. A relevant professional development activity directly addresses teachers' specific needs and concerns (Guskey, 1995) and shows connection between a learning experience and teachers' daily responsibilities (Flores, 2005; Tate, 2009). Furthermore, a professional development activity is deemed authentic when it is integrated seamlessly into each school day (Fullan, 1995). It can be concluded that job-embedded professional development engages teachers in learning through their daily activities and responsibilities, and requires time to consider any possibilities, try out new ideas, and analyze the effectiveness of their actions. According to Tate (2009), job-embedded activities increase teachers' perceptions of relevance and authenticity which in turn, supports professional learning.

The third characteristic of an effective professional development activity isinstructional-focused. It emphasizes subject area content and pedagogy as well as student learning outcomes. An instructional-focused professional development activity supports teachers to increase students' achievement, which is undoubtly the ultimate goal of professional development (Mundry, 2005; Porter et al., 2003; Quick et al., 2009). Instructional-focused professional development is effective because teachers consider the emphasis on subject area content and pedagogy relevant and authentic to their daily responsibilities. Furthermore, Porter et al. (2003) stated that instructional-focused professional development activity connects to teachers'

experiences, which is more likely to result in changed behavior.

The next characteristic of an effective professional development activity is collaborrative, which emphasizes both active and interactive learning experiences through participation in learning communities. Effective professional development engages teachers physically, cognitively, and emotionally through such activities as sharing and discussion, visual representations, simulations and role play, problem solving, application and follow through, and reflection (Lieberman & Pointer Mace, 2008; Mundry, 2005; Porter et al., 2003;Quick et al., 2009; Tate, 2009). In fact, a study asserts that teachers' active engagement in professional development activity booststheir remembering to 90% of what they experience through professional development (Tate, 2009).

Finally, one characteristic of an effective professional development activity is ongoing, which involves combination of contact hours, duration, and coherence. Ongoing professional development activity is deemed effective because the more time teachers spend engaging in professional developmentactivities, such as in study groups, mentoring, and task forces that require active participation over time, the more likely their teaching practice is to improve (Porter et al., 2003; Quick et al., 2009).Research shows that teachers' learning process and changes in teaching practice involve a recursive and continual process that takes place over time (King & Newmann, 2004; Lieberman &Mace, 2008). In fact, lasting change typically takes a minimum of three to five years (Quick, et al., 2009)because teachers often need several months or even years to endure transition from personal concerns about a new innovation to planning, implementation, and management concerns aimed at addressing student needs (Loucks-Horsley & Stiegelbauer, 1991).

CPD has become essential needs in today's education system, which had spawned numerous professional development activities for teachers in Indonesia to improve their pedagogical and professional competence. However, recent result of National Teachers' Competence Test (UKG) in 2015 showed that teachers' competence was still below expectation, only reaching the average score of 56,69. Therefore, this study needed to be conducted to describe the effectiveness of teachers' collegial activity as one form of CPD that supposed to improve teachers' competence.

This study was expected to provide the following significances: 1) as a resource of information for

relevant institutions that organize teachers' collegial activities so that they will pay more attention to the relevancy of the activities and teachers' needs, 2) as a reference for teachers, both pre-service and in-service ones, who look for further information on CPD, particularly in form of teachers' collegial activity, and 3) as an evaluation tool in measuring the effectiveness of teachers' collegial activities.

METHOD

This quantitative-descriptive research was aimed to get description of the effectiveness of teachers' collegial activities in supporting teachers' professional development. The subject of this study was 31 teachers who taught at the level of SMP, SMA, and SMK across Jawa Timur area, including Malang, Singosari, Pandaan, Pasuruan, Batu, Jombang, Kediri, Pacitan, Madiun, Ponorogo, dan Probolinggo. The instrument used was questionnaire in form of checklist that was distributed through teachers' WhatsApp groups, and interview guide. The questionnaire was adapted from Hunzicker's (2010) checklist model of professional development effectiveness, which covered the following aspects: 1) supportive, 2) job-embedded, 3) instructional-focused, 4) collaborative, and 5) ongoing. The collected data was analyzed descriptively using Likert scale with the following weighing method:

Table 1.1 Questionnaire Weighing Method

No.	Attitude	Description	Score
1	Strongly agree	Consistently found	4
2	Agree	Usually found	3
3	Disagree	Inconsistently found	2
4	Strongly disagree	Not found	1

The result was then summated and converted into percentage form and the percentage result was subsequently interpreted into the effectiveness level of teachers' collegial activity: very effective, effective, fairly effective, and ineffective, using the measurement in the following table:

Table 1.2 Qualification of Teachers' Collegial Activity

No	Percentage Score	Category
1	85% - 100%	Very Effective
2	75% - 84%	Effective
3	65% - 74%	Fairly Effective
4	55% - 64%	Ineffective

RESULT AND DISCUSSION

Result showed that the effectiveness percentage of teachers' collegial activities viewed from the aspects of: 1) supportive was 83,71%, 2) job-embedded was 83,60%, 3) instructional-focused was 75,60%, 4) collaborative was 78,76%, and 5) ongoing was 77,15%. Overall, the average percentage of the effectiveness of teachers' collegial activitiy was 79,77%, indicating that the activity was generally categorized effective.

Despite the good result, the effectiveness of teachers' collegial activity still needed to be improved, particularly in the aspects of instructional-focused and ongoing. In the aspect of instructional-focused, relevancy of the materials discussed in teachers' collegial activity and materials in the teachers' real classrooms was not categorized effective yet, gaining the percentage of 72,58%. It was also found out that the ability of teachers' collegial activity in improving students' achievement was not categorized effective yet, gaining the percentage of73,39%. Another effectiveness aspect that needed to be improved was ongoing, in which the ongoing communication between teachers after the completion of the collegial activity was not categorized effective either, gaining the percentage of73,39%. The result of the data collection was summarized in the following chart:
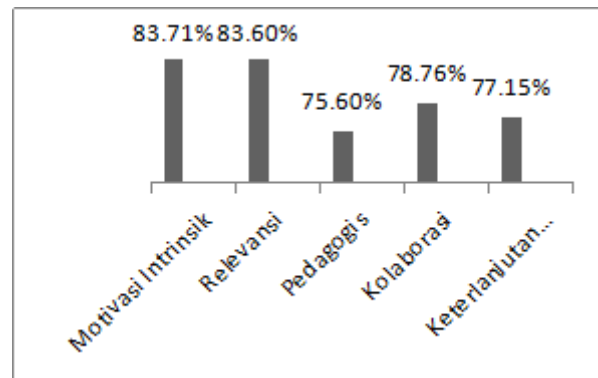
Figure 1. Effectiveness Percentage of Teachers' Collegial Activity

Althoughtheoverallaverage percentage of the effectiveness of teachers' collegial activity was categorized effective, there were some aspects, however, that needed to be improved. The first was the effectiveness from the aspect of instructional-focused, particularly in the relevancy of the materials delivered in teachers' collegial activity and materials in the teachers' actual classrooms. From interview with some teachers, it was revealed that the cause of this matter was probably from the activity organizer who did not

conduct needs analysis prior to the event. Therefore, there were gaps between the materials or topics delivered in the teachers' collegial activity and the materials the teachers face in their actual classrooms. Another possible cause came from the teachers themselves, who were frequently joined in the teachers' collegial activity mainly for the sake of the credit point they would get from the certificate awarded by the organizer. The credit point would be beneficial in improving teachers' career stage.

Another effectiveness from the aspect of instructional-focusedthat needed attention was the effectiveness of teachers' collegial activity in improving students' achievement. It is clear that the ultimate goal of professional development is to increase student achievement; therefore,teachers' collegial activity should support teachers to achieve that goal. Effective teachers' collegial activityshould focus on both subject area content and how to teach it so that teachers would have a very good mastery in their subject area content to anticipate students'difficulties and engage students in learning through various instructional strategies.

Another effectiveness aspect that needed to be improved was ongoing, in which the ongoing communication between teachers after the completion of the collegial activity was not categorized effective. From interview with teachers and analysis on previous research, it was revealed that this happened because teachers perceived their learning experiences in different way and they needed a recursive and continual process within several months or even years (Loucks-Horsley & Stiegelbauer, 1991) to absorb new information before eventually made a change in their teaching practice(King & Newmann, 2004; Lieberman & Mace, 2008).

CONCLUSION

This article describes the effectiveness of teachers' collegial activity in supporting teachers' professional development. In general, teachers' collegial activity in Jawa Timur area of Indonesia was categorized as effective, although some aspects of effectiveness needed to be improved; they were the instructional-focused and ongoing aspects. It is essential for teachers' collegial activity organizer and the teachers to organize and participate in learning activities that are effective in terms of supportive, job-embedded, instructional-focused, collaborative, and ongoing aspects so that it has

significant, meaningful impact in improving teachers' competence.

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APPLICATION TRADITIONAL GAME "*CUBLAK CUBLAK SUWENG*" IN GROUP GUIDANCE SERVICES TO INCULCATE GRATITUDE

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ABSTRACT

This article focuses on moral values in adolescents who diminishing. Adolescents are individuals who are in the process of evolving. To reach maturity, the teens need guidance, because they still have little understanding of themselves, their environment and in determining the direction of his life. Youth development is inseparable from environmental influences physically, psychologically and socially. One that can affect adolescents that any deviation values that should be owned by teenagers. That is partly a result of a cultural shift that makes teens increasingly want to follow the changes in the new culture. This led to a negative, namely the establishment of greed such as consumer behavior and hedonism. Characteristics of adolescents who have greed among other anti-social,narcissism and a lack of gratitude for something that they already have. To inculcate gratitude need the required media that effective and practical to do . Culture is an aspect that is capable of being an alternative media, one of them with the traditional game of "Cublak Cublak Suweng". The game has a meaning of happiness should have be obtained through a clean conscience and gratefully. Thus it can be applied in group guidance services that enable each member of the group to interact in the game, resulting in the transfer of knowledge from one another by giving meaning to each of the steps in the game. Therefore, through the game "Cublak Cublak Suweng" can inculcate moral values in the form of gratitude that is expected to minimize the greed owned by teenagers.

Keywords: gratitude – group guidance – traditional game

Teenager is constitute a period in life human limitations age nor role often no too clear. Adolescence often considered as time transition, where moments when child no want again be treated as children, but from growth physical childern not yet could said adult. According to Anna Freud (in Joseph. S, 2004). Adolescence too be known with time storm and stress where happen upheaval emotions that accompanied growth rapid physical and growth psychicvaried. Adolescence constitute time for search identity or identity self. Individual want get recognition about what can he produce for others. Adolescence including a crucial period because at this age children experience a lot of changes in psychic and physical. In addition, adolescents are individuals who are in the process of evolving. To reach maturity, the teens need guidance, because they still have little understanding of themselves, their environment and in determining the direction of his life.

The times in this era of globalization has changed the values of human life and moral values especially teenagers, it is a result of a cultural shift that makes teens increasingly want to follow the changes in the new culture. One result of these developments is the emergence of a negative, namely the formation of greed in adolescents such as consumer behavior and hedonism. According to the hedonic style Kartono in Yanti (2016), said which means a lifestyle *of hedonism* or worldview that considers that the pleasures and the material is the main purpose of life, and this lifestyle experienced by teenagers. Thus, the lifestyle of hedonism owned teenagers today to cause greed which means want to have anything to excess without being satisfied, in addition to the nature of the greedy desire is that thinking about happiness in the form of material and non-material as much as possible not concerned with ways in which to get it , This becomes a problem for teenager in time transition which makes teens capable of doing everything possible to obtain a material and non-material happiness. Characteristics of greed teenagers like, many teens are anti-social, narcissistic personality disorder and lack of gratitude possessed teenager.

To overcome this, teen should be grateful on what they have in this life. As far as this character greedy on. Adolescence could influence welfare psychological. For identified process psych ological to be used for againt case this is gratitude (McCullough and Polak, 2006). This matter because that grateful constitute emotion positive. Gratitude has the power to change social cognition, motivation, and social relations with the right, one of which is a way that may be used to

reduce greed. Grateful able to make a person better, it can refrain from exaggeration in obtaining something. Gratitude high is expected to minimize the greedy nature of adolescence as Froh in Lopez study (2009) showed that individuals who are grateful tend to exhibit positive health and behavior than individuals that are less grateful.

In instill gratitude in adolescents, can be a variety of ways one using guidance and counseling services, one of which is a group guidance. However, guidance services group which has been granted only based delivery of information only, so that the services rendered less effective for adolescents. characteristics of young people prefer learning that is active and involve youth. According to Piaget in Alfiani characteristics of young people, actively using reactions that are "trial and error" to study the objects around it. The guesswork was doing began to change his movements to achieve a clearer objectives (Alfiani, 2015). So, teenager need for services that are active and involve youth, so that teenagers would be interested in such a service.

Hence, to instill gratitude required effective techniques, active and involve youth in doing so. In connection with the guidance of the group, with a culture that is one aspect that has alternative techniques. Theres a connection between group guidance service with the culture and the benefits of their own culture to be seen from an understanding of the culture itself. according to Harris in Birukou (2009) said "A culture is the total socially acquired life-way or life-style of a group of people. It consists of the patterned, repetitive ways of thinking, feeling, and acting that are characteristic of the members of a particular society or segment of a society ". Thus there is a connection between groups guidance services with cultural . Implementation culture one can through traditional games. In the traditional game contains the values of education are not directly visible, but sheltered in a symbol and values (Nugrahastuti, 2015). Many traditional games that have meaning and value of gratitude, one of which is "Cublak Cublak Suweng".

The game "Cublak Cublak Suweng actually has much meaning in the game. *Cublak-Cublak Suweng* has a value of cooperation, the value of harmony, the value of creativity, and so on, in which these values can be entered in three categories: value affective, values of cognitive and value psychomotor (Herath, 2014). Traditional games can be applied in group guidance services that enable each member of the group to interact in the game, resulting in the transfer of knowledge

from one another by giving meaning to each of the steps in the game. Therefore, through the game "Cublak Cublak Suweng" can instill moral values in the form of gratitude that is expected to minimize the greed owned by teenagers.

STUDY
Group Guidance

Group guidance services is the provision of information or assistance is intended to achieve certain objectives held by the group and given shape by the supervising teacher. This strengthened by rusmana who said that the group guidance can be defined; as a process of assistance to individuals through group atmosphere, this allows each member to learn to participate actively and share experience in the development of knowledge, attitudes or skills required (Rusmana , 2009). Thus, guidance group is a service that is preventing but also develop the potential within the individual by way of receiving information that is useful in supporting their daily lives.

In the provision of guidance services have a wide range of interest groups. Where each destination in the group guidance services support the ability and potential within the individual. according Romlah is the purpose of group guidance to help individuals find themselves, self-directed and able to adapt to their environment (Romlah, 2009). While Prayitno explaining the purpose of guidance more spesific.

According to Prayitno The purpose of the guidance of the group include: a) Being able to speak in front of people; b) Ability to express opinions, ideas, suggestions, comments, feelings and forth to the crowd; c) Learn to respect the opinions of others; d) Responsible for the opinion put forward; e) Being able to control yourself and keep your emotions (negative shocks mental); f) Can tolerate; g) Become familiar with each other; h) Discussing issues or topics of general perceived or common interest. (Prayitno, 2009)

Thus, group guidance services has a goal that increase the potential within each individual but in the group conditions. With group guidance services, individuals will learn to be an independent person and competent. Wicaksono said that the purpose of group guidance is to make counselee become be autonomous in the arrangement of his life, his self-confidence and in terms of decision-making (Wicaksono, 2013). Thus, through group guidance services, individuals will be trained in various skills which are useful for later life.

according Prayitno (2009) there are four Phase of group guidance, namely:
Phase (I) formation, at this stage an introduction phase, phase or stage for involving themselves insert themselves into the lives of a group.

Phase (II) an intermediate stage, at this stage after the atmosphere formed the group members and the group dynamics have started to grow, the group's activities should be carried further by the leader of the group headed to actual group Activities.

Phase (III) of group activities, this stage is the core activities of the group, the aspects into the content and the accompanying need to get the attention of the leader of the group.

Phase (IV) termination phase. At this stage it would put an end to the activities at the time were considered appropriate

In group guidance services have a wide range of technique services. The provision of this service techniques are used based on the situation and needs of each individual member. There are several techniques that can be applied in the service of group guidance services. according Romlah, techniques commonly used in the guidance of the group is the provision of information *(ekspository techniques),* group discussion, problem solving (problem-solving techniques), *game hubungan (role playing)* consisting of sociodrama and psychodrama, simulation games, field trips and the creation of an atmosphere kinship. (Romlah, 2009). Thus, various techniques can be used in the provision of guidance services based on the needs of each individual. For example if you want to create an atmosphere of active guidance services, then in the group guidance services using techniques that are active such as role playing, psychodrama, *roleplaying* and others.

One technique in group guidance services such as simulation games have many benefits in its implementation. According to Justine Howard (2011) said the benefit of the game that says *"Game Techniques in improving the understanding, planning and practicing self-confidence".* So, the game in group guidance services, youth will increase our understanding of planning and train confidence. Thus, the game will train a lot of understanding of the values that will be delivered.

The traditional game "Cublak-Cublak Suweng"

Culture is something that belongs to the whole country. With culture, signaling a hallmark of characteristic every region and even a country. Culture so is important because the culture itself has a very important role in a country. Birukou said "Culture means the whole complex of traditional behavior of the which has been developed by the human race and is successively learned by each generation" (Birukou, 2009). Culture itself has a very important role. According to Bascom there are some roles that culture, as a projection system, as an educational tool and as kontorl that the norms of the community will always be respected member of the collective (Manuaba, 1999). So, culture has an important role in the development of the country both in terms of education and of the norms.

Form of culture that was in Indonesia there are various, one of them was a traditional game. The traditional game has a very important role in the development of learners. In the traditional game contains the values of education are not directly visible, but sheltered in a symbol and values (Nugrahastuti, 2015). thus the traditional game has a value-value that can be taught to children and has its own characteristics. Besides from the traditional game that play by children have a wide range of benefits. Many of the benefits derived from the traditional game. According to Ki Hadi Sukatno benefits of playing traditional games children will learn to imitate the act, to test the strength and skill, trained sensory, language training, to train children in the art of the art sound and rhythm (Agni, 2015). in that case, from the traditional game not only train one's ability, but a wide range of abilities will be obtained and will be embedded in the child.

In Indonesia has a wide variety of traditional games that are still played. one of these games is Cublak-Cublak Suweng. *Cublak-Cublak Suweng* comes from word *Cublak Cublak* which means a perfume; *dicublak* meaning a knock or dredged. *Suweng* means pendants (Herath, 2014). Cublak-cublak suweng is traditional game from Java. by Herath Cublak-Cublak Suweng a traditional game *Cublak-Cublak Suweng* have the same values of cooperation, harmony values, the value of creativity, and so forth (Herath, 2014). History of Cublak-Cublak Suweng itself there is a saying that Cublak-Cublak Suweng created by one of the members, or the Sunan of propagator of Islam in the archipelago also called wali Songo is Sunan Giri. According Wibhyanto that song dolanan children in Java, the work of Sunan Giri (1442M) contains poems 'sanepo' (symbol) that is full of meaning, of the values of the primacy of human life (Wibhyanto, 2013). but in another article describes one of the characters in yogyakrata Ki Hadi Sukatno, but did not mention that Ki Hadi Sukatno the creator Cublak-Cublak Suweng. Sukatno more clear that these kinds of games are sung among others, such Cublak-Cublak Suweng.

In this game has several stages, this game played by at least 3 people were sitting in a circle. One of the cast members are curled up in the middle of the circle, and the circle of players who play the game on back's players who curled

up. When in the game each member sings a song the playing song which has special meaning

Lyric like this:

Cublak-Cublak Suweng
(The jewelry)
Suwenge ting gelenter
(Watch scattered)
Mambu ketundung Gudel
(Smell buffalo)
Pak Empo lera lere
(Mr. toothless saw to right to left)
Sopo ngguyu ndhelikake
(Who hide will laughs)
Sir sir pong dele kosong
(Sir sir pong empty soy)
Sir sir pong dele kosong
(Sir sir pong empty soy). (Yuliani, 2014)

In the lyrics and the activity in the game has a lot of meaning. many people are interpreting this game from a variety of viewpoints. It has been suggested that the game is able to exercise creativity, some said that the game is to train students to stay focused and attentive, and so forth. while according to the viewpoint of Wibhyanto said that Cublak Cublak suwen means "To find real happiness treasure humans do not obey one's own desires or greedy, but everything back into the conscience, so that it could spill treasure happiness overflows into a blessing for anyone" (Wibhyanto, 2013), and   is therefore based on the lyrics of the song can reflect on gratitude. This is reinforced by the movement in the game. No one noticed when palyer Curled up in teh middle of circle of the members. Curled up is a movement on gratitude. Thus, the game has a meaning of gratitude itself.

Implementation Cublak Cublak Suweng in group guidance services

traditional game Cublak cublak Suweng has a very deep meaning about gratitude. This is especially useful for adolescents in living in an era that is growing increasingly rapidly. This gratitude is necessary so that teenagers will receive and respectful what has he gained during this time and will reduce greedy behavior.

The implementation of Cublak-cublak Suweng, this game can be implemented in group guidance services. Tutoring services group that is the traditional game of choice in implementing Cublak-Cublak Suweng because in group guidance services can improve

the potential in adolescents. Besides According to Babatunde, "Group guidance is organized to Prevent problems and the purpose of group guidance in school setting is to provide educational and vocational information the which is not systematically taught in academic courses." (Babatunde, 201 3). Therefore. Group guidance is a service that is preventing. In addition, the guidance of the group is also a service that helps teenagers in solving the problem in the daily life. This statement Wicaksono clarified by saying Guidance Group is a group activity that is carried out by a group in order to discuss a few things, to support their daily living as well as for consideration in decision-making as a form to prevent the problem and develop the potential (Wicaksono, 2013). This is similar to saying Widitya who said group guidance services intended to enable students jointly acquire a variety of materials from a useful resource for everyday life both as individuals and as students, family members, and community (Widitya, 2014). Similarly game Cublak-Cublak Suweng can be implemented in group guidance services.

In addition Implementation of the game can be done in group guidance services because there is a group guidance techniques that have relevance to the conduct of the game. techniques services that can be applied in group guidance services there are various, among other things like *games hubunganan (*roleplaying*)* consisting of sociodrama and psychodrama, simulation games, field trips and the creation of a family atmosphere (Nartoyo, 2013). In the service of group guidance to do techniques simulation game, in which the provision of material and information provided by using a traditional game involving members of the group. According Romlah (2006), the simulation game is a game that is meant to reflect situations which are in real life with some modifications. thus there is a link between the group guidance Cublak - Cublak Suweng. Thus the services using game techniques is effective for adolescents, in which adolescents are more like services involving the teens themselves and teenagers prefer services that are active in the process of its services.

Implementation Cublak-Cublak Suweng in group guidance services through several phase of the formation, the intermediate stage, the group's activities, termination phase (Prayitno, 2009). In the group there are leaders who lead the group guidance process. In the early phase, namely the establishment phase, members of the group introduce themselves each and outlines the objectives and expectations of each of their respective members. Once they are familiar with each other, the next phase is the intermediate phase. In this phase is a bridge between phase one to phase three. In this stage the group group leader made the atmosphere more conducive and dynamic. As is

done in this phase such offer or observe whether the member is ready to run the activities, discuss the atmosphere occur, improve the participation of members and others.

In the next phase of the group's activities, traditional games Cublak-Cublak Suweng can be implemented. When the condition is already a dynamic group, each member of the group guidance play the game Cublak-Cublak Suweng. The first step in all the sitting members sit circle, then selected one member to curl up in the middle. Then start the game was moved stone or seeds from one hand to the other on the backs of players huddled. This activity is done singing Cublak-Cublak Suweng. after the song is nearing end, the stone stopped at one of the members. After it, the members of clasped hands, one of which holds the stones or seeds. Not only the person who brought the stone clasped hands, but also all the members clasped of both hands. Afterwards the members who curled up and guess who is holding the stone. If the correct guess he replaced that had curled up, if the guesses is wrong still remained curled for the next round.

After several rounds of the game, the next entry in the termination stage. At this stage, the leader of the group members to say that the service will soon be over. In this stage members and leaders to discuss the meanings of the songs sung during the game progresses and explain movements in the game. Thus the guidance of members in the group will be to understand and interpret what he has played before. After understand and interpret the content of the game, group guidance services may be terminated.

Although the service was just teenagers who are involved in the service, but the teacher guidance and counseling also have an important role in this service. Teacher guidance and counseling role is to steer teens and conveys the intent and straighten the meaning of the game if the teen is still difficult and misunderstand the meaning of the game, in addition to the teacher guidance and counseling should prepare a variety of things such as a conducive and prepare the youth in the state good when it will receive group guidance services. Thus, through the role of guidance and counseling teachers, the benefits of this game will be received by teenagers correctly. The benefits of this game is a teenager would understand, learn and understand the meaning of thanks and gratitude to implement embedded in him in life.

CONCLUSION

The times have changed paradigms and values of human life, especially teenagers, including in terms of behavior. One negative behavior among teenagers today are greedy. Greedy is a trait want to have anything to excess without being satisfied, in addition to the greedy nature of desire is that thinking about happiness in the form of material and non-material as much as possible no matter the way to get it done. Thus, the need to instill gratitude in adolescent self. This can be done in various ways one of them using a traditional game that is used as a medium in guiding and instill a sense of gratitude in adolescent self. Cublak-Cublak Suweng have deep meaning associated with gratitude. Meaning of gratitude is in Cublak-Cublak Suweng seen in the song and movement in his game. The game is done in groups. Cublak game-Cublak Suweng can be implemented in group guidance services. With these services group guidance is the provision of information or assistance is intended to achieve certain objectives held by the group and given shape by the supervising teacher. Through the guidance services that implement Cublak-Cublak Suweng, will instill a sense of gratitude in adolescent self. So teens will understand the meaning of gratitude through the game.

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A GROUP SOLUTION-FOCUSED GUIDED IMAGERY COUNSELING TO OVERCOME ELEMENTARY SCHOOL STUDENTS' PROBLEM

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ABSTRAK

Upper grade elementary school students, especially the sixth graders, are in puberty period—the beginning period of early adolescence. At this time, the reproductive organs have started to mature. Therefore, it affects all aspects of student development relating to the development of personal, social, learning, and career planning. In the implementation of developmental tasks, upper grade elementary school students face a variety of complicated problems relating to personal, social relationships, learning, and career planning. Their problems are physical development problems, health problems, personal development problems, social adjustment problems, academic problems, and career planning problems. In order that elementary school students can carry out developmental tasks optimally, they need to be helped to overcome the problems encountered by counseling models. Among them is a group solution-focused guided imagery counseling. The counseling model is potential to be effective and efficient in helping school setting counselees overcome their recurrent problems. Because of that, the group solution-focused guided imagery counseling is expected to be effective and efficient in helping elementary school students construct solutions for their problems. A group solution-focused guided imagery counseling is a process of constructing solutions to problems faced by students step by step imaginatively guided by counselor direction. This paper focuses on the description of the techniques and procedures of group solution-focused guided imagery counseling to help elementary school students construct solutions for their problems in order to achieve optimal development.

Keywords: group counseling, solution-focused guided imagery, elementary school

Elementary school students are at the end of childhood. However, in general, students at the end of elementary school (the sixth graders), are at puberty, in the beginning of early adolescence. This can be understood from the periodization of human development according to Hurlock (Ramli, 2005) which stated that children aged 10/12 years to 13/14 years are at puberty/preteens. At this time, the reproductive organs have started to mature so they affect all aspects of child development, whether related to the development of personal, social, learning, and career planning.

In its development, upper grade Elementary Students must learn to perform the developmental tasks of of puberty that is no longer at late childhood. Social environment considers them still children, but in terms of their development, they have already been puberty. Therefore, there are often conflicts between themselves and the social environment, especially parents and teachers. The conflict is exacerbated by exposure to printed media, electronic, or internet that is less favorable to their development in a positive direction. Therefore, a final grade elementary school students potentially face a variety of problems, whether personal, social relationships, learning, and career planning. The problems that plagued

them based on research are as a matter of physical development and health, personal development issues, and social adjustment problems (Kartadinata, 1999); Personal problems, social adjustment problems, and academic problems (Furqan, 2005).

In order that elementary school students can carry out developmental tasks optimally, they need to be helped to overcome the problems encountered. For that, a lot of guidance and counseling models can be used. A model of guidance and counseling services that is effective and efficient for improving the quality of students' personalities is solutions-focused counseling (Franklin & Hopson, 2008; Charlesworth & Jackson, 2004; Gingerich & Eisengart, 2000; Littrell, Malia, & Vanderwood, 1995; Capuzzi & Gross, 2009). To improve the effectiveness and efficiency of solutions-focused counseling in counseling services with a flexible group size so that it can answer the real needs of counseling services requires the visits counselor in primary school were able to help many students at one time because of the limited number of roving counselors, while students who need to be helped very much. Therefore, solution-focused counseling that is already effective and efficient need to be developed as a group counseling that can help students in

flexible groups according to the needs of small groups, classroom groups, and large groups.

For that, the solution-focused counseling need to be combined with the technique of guided imagery that provide stimulation to a group of students to perform activities imaginatively step by step under the direction of counselor as a group leader to address the problems faced by students (Learner & Klessmann, 1983 ; Roseman, 2000; Hall et al, 2006). Thus, the solution-focused counseling alloy with guided imagery techniques into counseling model of group solutions-focused guided imagery. The counseling model is potentially effective and efficient in helping adult counselees overcome their recurrent problems (Sklare, Sabella, and Petrosko, 2003; Sklare, 2014). The solution-focused counseling is effective and efficient to help elementary school students to solve their problems (LaFountain & Garner, 1996; Geil, 1998. Besides, a guided imagery is an effective technique for helping elementary school students overcome their problems (Omizo, Omizo, and Kitaoka, 1998). Given the group solution-focused guided imagery counseling model is potential effectively and efficiently for helping counselee solve their problems, then the counseling model is expected to be effective and efficient in helping elementary school students overcome their problems. Therefore, the counseling model needs to be explored, especially, the techniques and procedures of the counseling model for helping primary school students solve their problems.

Techniques of Group Solution-Focused Guided Imagery Counseling

The following counseling techniques derived from solutions-focused brief counseling used in the implementation of the group solution-focused guided imagery counseling. Some of the techniques generally used are as follows (Prochaska & Norcross, 2007; Gladding, 2009; Corey, 2012; Sklare, 2014).

First, Exception-finding questions: questions about the moments when the counselees are free from their problems. The discovery of exceptions helps counselees clarify the change conditions, has the strength and ability to solve problems, provides tangible evidence of completion and helps the counselees to find the forgotten strengths used to achieve the expected goals. For example, "When were you able to manage this problem calmly?" "When did you do differently from that now?" " Let me point out times when you are free from your problems!"

Second, Miracle questions: questions leading counselees to imagine what would happen if a problem is experienced miraculously resolved. This technique helps clarify goals and highlights problem exceptions by stimulating the counselees to imagine a solution and eliminate obstacles in solving problems and building expectations for the expected changes. For example, counselees were asked, "Imagine that one night, while you were asleep, there was a miracle and all your problems that you put forward today resolved. How do you know that the problem was solved? What were you doing at that time which shows that the problem was resolved completely?"

Third, Scaling questions: questions that ask counselees make the abstract become concrete, vague become clear by quantifying strengths, issues, circumstances, or counselees' changes. Generally, scaling questions are used to help counselees see their progresses. For example, " On a scale ranging from 1 to 10, where 1 means you have no control at all to your problems and 10 means you have full control over your problems, then on what number will you put yourself on that scale ? and "What will you do when you go up one number on the scale?"

Fourth, Compliments: Written or oral messages designed to provide reinforcement, rewards, and praise for the strengths, progresses, and positive characteristics for the achievement of the counselees' objectives. This technique is often used before counselees given the task at the end of counseling sessions. For example, the counselor statement, " I am very impressed with the zeal to achieve your goals so that you can explain in detail about the objectives, the means that you will implement to achieve these objectives, and the ways that will be used in dealing with barriers to achieve the goals."

Fifth, Presession change questions are the questions that are aimed at finding an exception or explore solutions that have been attempted by counselee before the counseling session. The goal is to create hope for change, emphasize the active role and responsibility of counselees and show that change can occur outside the counseling room. For example, the counselor asked, " Since the last meeting, did you notice any change in you? " or "Since the last meeting did you find a new way of seeing the problems that you experience? " or "Since our conversations on the phone last week, what changes have you experienced so far ?"

Sixth, The formula first session task: The format of homework given to counselees by the counselor to be done between the first and the second meeting. For example, the counselor said , "Between now and the next meeting, I hope you can observe what happens to your problems that you want to continue to maintain so that you can

explain it to me at the next meeting." At the beginning of the second counseling meeting, counselor asks counselees what has been observed so far and ask them what they want to continue to be maintained with regard to their problems.

Seventh, Giving feedbacks is a technique used by counselors to convey messages to the counselees in order to be motivated to achieve the desired objectives. Feedbacks consist of three elements, namely compliments, bridging statements, and the tasks assigned to the counselees. Compliments contain counselees' progress made to achieve the goals effectively. Bridging statement contains a sentence that connects the destination to a given task. Tasks contain what counselees need to be done to achieve the desired objectives consisting of observations or actions taken to achieve the goal. For example, "I am very impressed with your attention to your problems. You can explain the expected goals in detail. Similarly, you can express clearly the ways to overcome your problems. More than that, you have a high motivation to carry out the ways to overcome your problems. In order to overcome your problems so that you can move to number 5 in the scale, then I hope that you carry out the ways to overcome your problems that you pointed out earlier."

Procedures of Group Solution-Focused Guided Imagery Counseling

A procedure of group solution-focused guided imagery counseling is a process of solution construction by counselee imaginatively progressive to their problems through counselor's direction to raise awareness of their sources of solutions, the realization that the changes taking place on an ongoing basis, the realization that every problem has exception (times when the lack of problems / the least severity of the problem, and creative construction of solutions to the problems experienced by counselees.

Implementation of the group solution-focused guided imagery counseling consists of thirteen steps beginning with an introduction and information of goals of counseling followed by step by step from step one to step thirteen. The media used are counseling worksheets consisting of fourteen pages. Each sheet contains activity directives at the top of the page and followed by space in the bottom as counselees write imaginative responses to the directives given by counselor for every step.

The procedures of group solution-focused guided imagery counseling are as follows (Sklare, 2003).

Opening

At the opening, the counselor informs goals and counseling implementation steps as follows. In this activity we are going through a process to help you deal with problems that often arise that you want to overcome. It may be something you want to do but do not do now or something you want to stop. You will get an order to direct you step by step through the process.

Each page of counseling worksheets that you receive contains directives for each step in this activity along with an empty section to write responses. In most of these steps, I will ask you to close your eyes and imagine the situation that I described to you. Then I'll give you some time to write down your responses. Please look up when you are finished writing a response on the move so that I know when I am going to read the direction of the next step.

Before you begin, please note that if I asked you to bring up things or specific measures that you will do, then let you respond with behavior that can be observed and detailed. For example, instead of saying, "I will be friendly." Then pointed out specific behaviors that you will do to show that you are friendly, like, "I would smile, say hello, and shake hands." Indicate what will you do as if you observe yourself in the film. Remember, look up when you have finished writing your response to a step.

Step 1

Just close your eyes and describe the problems that often arise that you want to overcome or want to overcome personal challenges more effectively. As mentioned earlier, this could involve something you want to do, or something you want to stop. On a scale of 1 to 10, where 1 means very severe problem and has not been resolved, while 10 means the issue is resolved completely. At what number you now?

In the space, show what number you are on now. My numbers are (circle one number):

Theproblem is so severe	The problem is resolved
1 2 3 4 5	6 7 8 9 10

Step 2

Just close your eyes. If your problem involves something you want to do, describe the specific behaviors what you want to observe yourself. If your problem involves something you want to stop, describe what you want to do instead. On a problem, visualize what kind of behavior that, as if a video show you want to do. Focus on something that you do, not on something that does not want you to do.

Once you visualize a mental image of what would you do, write a description of what you describe in the space below. Remember, do not describe what you do not want to do, but discribe what you want to do.

Step 3

With eyes closed, imagine that a miracle happened overnight while you sleep, and this miracle resolved your problem. But, as you sleep, you do not know that the miracle occurred. When you wake up, what little things would indicate to you that this miracle happened? What will you see that you are doing something different from before? Think of a specific action to be performed after the miracle happened.

Write a brief description of the mental picture of what would you do differently below.

Step 4

With eyes closed, imagine what else would you see that you're doing, thinking, or saying something different after a miracle occurred. Write a description of what you see that you're doing, thinking, or saying something different after a miracle occurred!

Step 5

With eyes closed, describe who will see different things you do. Imagine how you will respond when they see a change in your behavior. In the space below, write a description of what you imagine the other person's response to you.

Step 6

Just close your eyes and imagine what will you do to give back to the behavioral response of other people you described in the previous step. In the space below, write a description of your response to the other person.

Step 7

With eyes closed, imagine in your mind a time when you experienced this problem but some of this miracle has happened, though slightly. Write down a description of what you imagine!

Step 8

With eyes closed, picture in your mind of how you can make the most of these miracles happened during the time of having problems. This process can be thought or act differently.Write down a description of what you imagine that you think or behave that makes some miracle happens.

Step 9

Just close your eyes and think how happy you are now with your efforts at that time. In the space below, write what you thought about the efforts made to make some magic happen.

Step 10

Now, how is your problem condition if it is associated with the following scale.

On a scale of 1 to 10, where 1 means the problem is very severe and has not been resolved, while 10 means the problem is resolved completely. At what number are you now?

In the space, show what number you are on now. My numbers are (circle one number):

The problem is so severe
1 2 3 4 5 6 7 8 9 10

Step 11

On a scale, you are at that number as you wrote down in step 10. If you are a higher rate than the current rate, then what would you do that was not done at that time? Write on the space below what would you do!

Step 12

Write a short note about yourself that explains what has been discovered and rediscovered about yourself and your situation!

Step 13

On a scale of 1 to 10, where 1 means very severe problem and has not been resolved, while 10 means the problem is resolved completely. At what number, are you now?

In the space, show what number you are on now. My numbers are (circle one number):
The problem is so severe
1 2 3 4 5 6 7 8 9 10

CONCLUSION

The sixth graders of elementary school potentially face a variety of problems, whether personal, social relationships, learning, and career planning. The problems are matters of physical development and health, personal development problems, social adjustment problems, and academic problems. In order the elementary school students can carry out developmental tasks optimally, they need to be helped to overcome the problems encountered by counseling models. Among them is a model of group solution-focused guided imagery counseling. The counseling model is potentially effective and efficient in helping adult counselees overcome their recurrent problem. The counseling model consists of a solution-focused brief counseling and a guided imagery technique. Both are effectively and efficiently used to help elementary school students overcome their

problems. Therefore, the counseling model of group solution-focused guided imagery is expected to be effective and efficient in helping elementary school students overcome their problems. For that, it needs to be explored the techniques and procedures of group solution-focused guided imagery counseling for helping primary school students overcome their problems.

Techniques of group solution-focused guided imagery counseling consist of exception-finding questions, miracle questions, scaling questions, presession change questions, a formula first session task, giving feedback, and compliments. In practice, the counseling model of group solution-focused guided imagery consist of steps: asking a scaling questioning, goal setting, asking a miracle question, asking what else questions, asking reciprocal relationship questions, asking reverse reciprocal relationship questions, asking instances of success, detailing instances of success, strengthening the success, asking a scaling question, moving up the scale intervention, giving feedback, and asking a scaling question.

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PEACE EDUCATION, THE WAY OF RELIGION AND SPIRIT "THE UNLIMITED OCEAN OF LOVE"

M Thoriqul Chaer

ABSTRACT

Indonesia is pluralist nation, where cultural plurality and diversity are hinted at the existence of differences. The understanding and management of diversity and multicultural will generate a positive force for the development of the nation. On the contrary, when it is not understood and managed correctly, diversity and multicultural tend to be destructive factor and disaster. Conflict and social violence that often occur among communities are part of diversity and multicultural which are not managed properly. Religious conflicts as happened in Maumere (1995), Surabaya, Situbondo and Tasikmalaya Rengasdengklok (1996), (1997), Solo, Jakarta and Kupang (1998), Poso, Ambon (1999-2002), did not only claim that the casualties are not simple, but also destroyed hundreds of places of worship (churches or Mosques). Similarly, notes smelling of ethnic violence, such as certain ethnic violence in West Kalimantan (1933), Central Kalimantan (2000). Therefore, it is to conduct as early prevention efforts, so that such events do not reoccur in the future. For thus reason, the religious understanding of inclusive needed. Borrowing the wishfull thinking of Malinowski; the existence of a conviction despite the religious truth are considered nil, but the religion still has a positive role which is able to help the frustration and must the social union

Keywords: plurality-the way of religion-social-religious problems

Indonesia society is a plural society, it can be seen from its diversity of peoples, languages, religions, customs and cultures. Suparlan, 2001:2, see also Geertz, 1982:105; Shihab, 1998:40; Nasikun, 1984:10) said that the General compound (plural society) is the community being formed due to the ethnic communities-communities that exist have been directly or indirectly forced to unite under a national system.

John Sydenham Furnivall include people who first mentioned Indonesia enter into the category of community compound (plural society). The community thinks is a pluralist society in which value system embraced a variety of social unity into its parts make them have less loyalty to society as a whole, lacking its homogeneity of culture or even lacking the basics to mutually understand each other (Nasikun, 2006:39).

A plural society, the potential for conflict is very possible happening. Spectrum of conflict can be sourced from various things, such as: the existence of a conflict between religions, conflicts between ethnic conflict between cultures, tribal conflicts or conflicts of interests between people from different provinces or regions. David a. Nadler (1970) as set forth by Anoraga (1995:54) and Thoha (2007:33) stated that human behavior is as a function of the integration between the person or individual with the environment. Various characters shown by individuals in accordance with jabatanya of course will vary. And his behavior is

determined by each environment are indeed different.

The interaction of individuals in a plural society, allowing the existence of a claim of truth (truth claim) and the character of missioner religion triggers a clash of religious life and the incidence of wrong understanding between faiths. This is because every religion declared his teachings as the totality of the system meaning that applies to all life, both individual and social (Hidayat, 1993:11; 21 February 1987 tempo; Pahrudin dkk., 2009:148).

Understanding religion in Indonesia society is generally understood as a system of beliefs, behaviors, values, experience, oriented to the spiritual problem/rituals used interchangeably in a community and are passed on between generations in the tradition. The assertion that want conveyed here is that the consequences of religious understanding that rigid, non-scientific will bring up negative stigmatization against the important role of religion in relation of humanity. The religion holds that stigmatization is identical to dogmatism, rigidity, excessive self-blaming and gender bias.

Malinowski as quoted Steenbrink (1988:23), argued that religion is as "-wishfull thinking"; Despite the conviction of religious truth are considered nil, but still capable of helping has a positive sense of frustrated and still potentially in realizing the social Union (religion as a societal glue). (See, 1998:187; Nottingham, 1997:31; Hidayat 2001:58; Shihab, 2000:58; Riyadi, 2006:59; Suseno, 2001:66).

In sociological, religious influences can be seen from two sides, namely that it has a positive

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influence or the influence unifying (integrative factor) and the influence that is negative or the influence that is destructive and divisive (disintegration factor). The social role of religion as an integrative factor for society mean the role of religion in creating a shared bond, both among members of some communities and social obligation that helped unite them. This is because the values underlying social liability systems supported by religious groups so that religion guarantees the existence of a consensus in the community.

The function of the disintegration religion although it has a role as a unifying force, binding, and maintain the existence of a society, at the same time religion can also play a role as a force that scatters, divisive even destroy a society's existence. This is a consequence of so strong a religious group adherents binding in itself so often ignore even blame the existence of other religions. This article try to unravel over the problems of social-religious conflict in Indonesia a plural society, containing questions; (1) the plurality of Indonesia society; (2) how the understanding of religion generally; (3) what is the contribution of religion in addressing social problems in the life of society?, answer the problems above are certainly not easy, this is due to a conflict not only occurred on one for sticking to the surface of a conflict that could be exemplary causal interconnected have multidimensional. This article describes how to challenge the role of religion in a plural society and attempts compromise hope; How should religion "is present and there is" be the solution for the problems of the nation currently hold it rushes by the schisms and claims of truth groups.

DISCUSSION
The Plurality of Society Indonesia

There are several factors that cause the condition of the plurality of society Indonesia, namely: first, the geographical area of the State of Indonesia which consists of 3,000 less scattered islands along the equator approximately three thousand miles from East to West, and a thousand miles from the North to the South, a factor that greatly influence on the occurrence of the plurality of ethnic groups, religions in Indonesia. Opinions about how the real number of tribes that exist in Indonesia, there are various diverse opinion among scholars. For example the opinions expressed by Hildred Geertz (1982) for example, she mentions there are approximately 300 tribes who inhabited the regions of Indonesia, each with its own style and language diversity, the different cultural identities.

Second, which led to the existence of a plurality of Indonesia society is the fact that Indonesia is located in Indonesia between the ocean and the Pacific Ocean. These circumstances make Indonesia become the traffic trade, so strongly influenced the creation of the plurality of religious and ethnic plurality in Indonesia society. Geographically Indonesia is an archipelago country. According to the results of the identification of these islands has been done, there is much less 17,508 Islands throughout Indonesia. 7,353 island named island 10,155 and has not been named in the entire Republic Indonesia (Kaligis, 2003:8; Kahar, 2004:1).

Third, different climate and structure are not equal among the various regions of the archipelago, has resulted in a plurality of regional. The difference in rainfall and soil fertility is a condition that creates two kinds of different ecological environments, namely agricultural areas wet (wet rice cultivation) are particularly plentiful on the islands of Java and Bali, as well as the fields (shifting cultivation) are encountered outside of Java (Nasikun, 1984:10). This situation encourages the existence of exodus of people from one place to another with the hope of improvement of life. The plurality of religion or promoting diversity of religions is a fact of axiomatic (can not be refuted), and is a historical inevitability (historical necessary) that is universal.

The plurality of religion should be viewed as a part of human life, which can not be obliterated, but it must be addressed with tact. The plurality of religions, cultures and ethnic communities Indonesia on one side begets a potentially clash, conflict, violence, and the anarchist attitude toward other faiths, but on the other side of religion is unifying the nation rides.

Peace Education

Peace is meant as the absence of war or conflict and violence. Causative factors of the peaceful atmosphere is when an individual has a sense of peace in yourself, have the ability to control emotions and mind not to take actions that harm others and can trigger the onset of conflict and violence. According to Sahlan and Tine (2012:39), peace-loving is the "attitudes, words, and actions that cause others to feel happy and secure over the presence of himself".

Peace is a concept and a positive way of looking either to himself or to others. Peace can be defined in two sides; peace first "negative", i.e. the absence of war or violent conflict. This situation is achieved by the structural approach, namely the prevention of any potential conflict with the controlling parties who could ignite the potential conflict into open conflict and the use of force. Secondly, peace is positive, i.e. a prosperous

existence of freedom and justice, which formed the basis of the creation of a peaceful atmosphere in a community, see, Department of International & Transcultural Studies, *Fundamental Concepts of Peace Education,* Columbia: Columbia Univerity, 2006, p. 1; also Betty A. Reardon, *Comprehensive Peace Education; Education for Global Responsibility,* New York, Columbia University: Teacher College Press, 1988, p. 11-38

While the meaning of peace, as the core of peace, according to Ursula Franklin contends that peace is not merely the absence of war, but also the creation of Justice and a loss of fear in the individual and the community. The fear that question is the insecurity of the economic factors such as fear of no job or a decent place to live.

Franklin (1984), further highlighting the so-called "system that threatens", i.e. a system that was created by a group to control and regulate individuals or other groups by giving them the fear and uncertainty for the sake of achieving a particular goal. In other words, to create peace nor a peaceful life to do the effort to meet the sense of fairness and a sense of security of the individual or community, either a physical threat, safe from economic or other aspects of the threat. In addition, experts and practitioners of conflict resolution (conflict resolution) understanding of peace is not just freedom from war (absence of war) but includes the existence of economic justice, social and culture, as well as free from discrimination based on race, class, gender, and religion.

In Western literature, the term peace education materials into the discussion, which discusses and develops the idea of a peace education and action. There are some definitions expressed about education, peaceful version of UNICEF. UNICEF define peace education as the process of promoting the knowledge, skills, attitudes and values needed to bring about behavior changes that enable children, youth and adults to prevent (to prevent) the conflict and violence; resolve (to resolve) conflicts peacefully; and creating (to create) the conditions conducive to peace, whether at the level between personal, interpersonal, between groups, nationally and internationally, see Susan Fountain. 1999. Peace Education in UNICEF. UNICEF. New York, p. 1.) From this definition it can be concluded that peace education is the process of promoting the knowledge, skills, attitudes and values to prevent, resolve and create peace on every level.

The concept of peace education is a continuation of the commitment UNICEF about the vision of a quality basic education that emphasize there needs to be a process of education that teaches about the knowledge, skills and values regarding living and working together in a sovereign and participated in the construction. This can be seen in the agenda of The Future Global Agenda for Children – Imperatives for the Twenty-First Century in 1999, committed to ensuring that education and learning processes help to form 2 things: (1) human capital for economic growth and respect for the right of every individual to participate embodies the equation in family life, community and economy; and (2) against the culture of violence that is a threat that can destroy family life and community in many countries.

Aghulor and Iwegbu (in Babatunde Adeniyi Adeymi and Mujidat Olabisi Salawudeen (2014:187) added that peace education is a program to impart to the citizens about the relevance of peace, both in the context of the lives of individuals, communities and nationwide. Peace education is empowering community model seeking to resolve the conflict with its own creative way and without violence. The values that are enshrined in the peace education was mutual appreciate, love, fairness, justice, cooperation, and mutual tolerance, see the priest Machalli. Peace Education and the Deradicalization of religion. Journal Of Islamic Education. Volume II, number 1, June 2013. p. 45, Tricia s. Jones, as cited by Ahmad Baedowi, which defines peace education or education conflict resolution as "a spectrum of processes that 9. utilize the communication skills and creative and analytic thinking to prevent, manage, and resolve conflict peacefully" view Ahmad Baedowi, "Peace Education and conflict resolution for school," Media Indonesia, Monday, March 1, 2010).

Based on some of the opinions above it can be concluded the peace education is building self-reliance at the community to independently build a peaceful society and able to cope with any problems that arise. In other words, peace education puts the Community (or in the context of these learners) to become the main actors of the process of peace building and conflict resolution.

The Way of Religion; Between Intrinsic and Extrinsic

Current religious – often-encountered only as something that is utilized for various purposes. Religion is not for religious life guidance, just something to use but not to live. People turn to the Lord, but not turned away from himself. Religion is only used to support other motives; the need for status, a sense of security or self-esteem. Religion was just made of camouflage, he did not become a

spirit of change making a living and a life more meaningful. Allport in Rakhmat (2004:26) stated the way religion is like as a way of extrinsic religious and closely related to mental illness.

Religion from the normative point of view always teaches harmony, of love and harmony among believers, internally or externally. Internally manifest in harmony and tolerance among fellow believers and externally the existence of harmonious relationships among the adherents of other religions-. Malinowski as quoted Steenbrink (1988:23) say that religion is as "wishful thinking-" despite the belief of religious truth are considered nil, but still capable of helping has a positive sense of frustrated and still potentially in realizing social unity. In the language of Durkheim "religion as a societal glue" (see Rasjidi in Al-Djamiah, special number, may, 1968).

Intrinsically religion is a way of turning religion into a religious commitment is comprehensive and integrative driving, which governs the whole of human life. Glock & Stark (1996: 43) says in religious diversity contained several dimensions, one of which is the dimension of religious experience (the experience dimension or religious experience). One is religion used as alloying factors, synchronizer (unifying factor), which can establish the harmonization of the life of religious communities and nation as well as the spirit for the struggle paved the kinship, the unity of the nation.

Thomas Merton, in his book Mysticism in the Nuclear Age, said: "You can not bring peace without good deeds. You can not obtain a social order without the presence of the mystics, saints and prophets ". Opinion Merton showed that religious behavior prosecuted in accordance with the values of religion. It was impossible to present religion without form, without morality, piety act, because religion and act like a unified whole, are interwoven in the religious life of man. Erich Fromm (1972: 59) says that religion means alloy harmony between faith and human behavior that exists intact in all aspects of life that does consciously (free conscious activity).

In other words, religious activity not only occurs when a person commits ritual behavior (worship), but also when doing other activities are driven by supernatural forces. Not only with respect to activity that looks and eye can see, are also activities that do not appear to occur in someone's heart (For more details see Ancok and Suroso, 2008: 76).

Religion and Social-Religious Problems; Between Hopes and Challenges

The discourse of social problems is thrash out conditions that occur and affect human life where most of the problem was not liked by the people and even tried to eliminate, such as poverty, ignorance and backwardness. Social problems is a challenge that must be faced by living human beings, both individually and in groups so there is no inequality in society.

Social problems can occur due to several factors, among others, if the communication between cultures can not be realized in the life of a pluralistic society, while cultural communication is indispensable in creating a peaceful life. In connection with that, intercultural communication is required if: (1) There is a human mobility is increasingly unstoppable, (2), interdependence of nature, (3) Advances in communication and information, (4) There was migration and transmigration high enough, (5) political uncertainty and (6) If there are attempts to establish peace.

In the era of technological advances and communication, the role of religious groups should not be solely focused on the scope of internal people religionists, but able to reach people outside their religion. Society is constantly undergoing a process of globalization, lead to the transformation of communication and information which leads to changes in social values and culture, and others. And, when society has changed in receiving new values are obtained due to the free flow of information. In this condition, the religious community to experience the effect of free flow of information and they use it to deal with other religions, it is then a trigger collisions and frictions.

Seeing this phenomenon Hidayat (2001: 58), believes that the current basic function of religion experienced a deflection, reversal, ie the beginning serves as a human being to achieve goodness, religion has become a social reality and the teaching force people to achieve goodness, religion becomes the social reality and the teaching force people to follow and obey. Religion undergoing a process of objectivity, that religion has become very dry, formal, narrow and tight. Therefore, believers who have an attitude of diversity such becomes very sensitive, if the problem of confidence and belief in their religion undisturbed, if blamed or judged heretical by a person or a group of others, the attitude of this kind is highly prone to cause conflict between religious communities that could spread to all aspects of life.

Abdurrahman Wahid argued that the presence of religion as a "strategic point" by various parties in development, suggesting that the "role" is more superficial, or appear only on the surface. He further said that if that religion has played enough

in our national development, why direction, insight and moral development itself strongly felt not absorb religious values overall. Can not be denied, even religious values eroded powerful in this era of development. Consumptive life pattern that actually rejected any religion, it is growing, being offset by a sufficient ability to increase work productivity as a nation, thus encouraging more widespread and serious corruption (See Wahid, 1994: 3; Abdullah, 2001: 1).

In its development efforts to solve social problems-problems as mentioned above requires a normative and moral footing as well as ethical. Due in turn to the development undertaken must be based on recognition of the independence of even the glorification of a person or group to develop itself in accordance with the beliefs and identity and conscience whisper. Here, then, the religious aspect of religions plays an important role in development (Amin, 1989:8). If the core problem is the construction of social problems-problems to overcome, but the handling is often not about to touch the transcendental dimension of the problem of welfare and justice.

The existence of religion is supposed to be a "strategic point", which can be used by the various parties involved in the construction, such as the involvement of religious leaders in various aspects of development. Returns authenticate the message of religion as a cultural revelation that religion can be implemented in an ever changing world. Therefore, religion is often manipulated to confirm its existence with the past without responding creatively to the modern world.

Indeed, a religion that does not follow the meaning context will lose his existence were accommodating to changes. Is not, the agenda of religions since the beginning revealed is a dialogue with the social problems of mankind? Therefore, discussed religion with social problems is a necessity, because religion does not come from a vacuum. When religion is not delivered through the culture, it will trigger the emergence of ideology "false" against religion, religious attitude of excessive and radical. This happens because people are not taught to understand, but believe in a religion. Religion just became a symbol of existence, he was born not of a true reflection of consciousness, but rather an effort to strengthen the status quo of religion itself.

Awareness of each type of religion is not thought to lay the foundation for the community, the nation, the country and the culture of Islam, Catholicism and Protestant, Hindu, Buddhists and Confucians, but contribute thoughts and actions within the framework of a joint task to develop the society, nation, state and culture that is based on Pancasila.

There are currently required of each denomination are their contributions on the one hand loyal to the faith believed by each denomination of religion and belief in God Almighty, on the other hand can be accepted by all classes in the framework of a joint task to develop the society, nation, country and culture that is based on Pancasila. Donations will be accepted not because of their contributions that come from the Muslim, Christian, Hindu, Buddhists, Confucians or faction of belief in God Almighty, but the contribution of these thoughts have the truth that the ultimate judgment of any grade (Simatupang, 1988: 51)

CONCLUSION

Based on the study above, it can be summed up as follows: First, in the life of this world, the plurality as a necessity even as the laws were deliberately created by God, by its should be recognized by everyone. With a plurality on the one hand as a treasury of wealth for a nation that could encourage people to compete in attaining goodness, although it is undeniable that the other side can also trigger plurality and create ongoing conflict if not addressed properly. As the consequence of a pluralistic nation like Indonesia, of course, not least social problems that appear on the surface that need to be overcome, here religion with noble teachings and plenary govern every aspect of human life can contribute in addressing social problems in question.

Second, the role of religious faiths, should not only be on the same religion, but to reach people outside their religion. Society is constantly undergoing a process of globalization, lead to the transformation of communication and information which leads to changes in social values and culture, and others. And, when people change and accept new values are obtained due to the free flow of information.

Third, the religious community needs to do more (because they generally have the ability to do so). That means requires the ability to adjust and cope with problems and conducive environment to support the development of social values and culture that responds to various changes. It had to happen, because of the social problems in / society (the context of the religious community is located).

Fourth, religion gives us direction in life, teach freedom, and deploy insight to keep our lives in peace. God is lowering religions, in order that we do not get caught and trapped social tension in relationships between our neighbor. Not also in relation of people of different religions. We did not want it to happen. So, there are some basic

grounding that might free us from the trap of the tension. First: the wisdom to not highlight the absolute truth of our religion as the realization that human beings have a relative and limited nature. By doing so, he could not reach the stage of absoluteness. The absolute truth of religion is required to be recognized in the community co-religionists. That is, the reality of everyday life, they are also hampered by a variety of doctrinal tension because of differences in interpretation, the meaning of the teachings, as well as religious aspirations among people of a very large and very plural. Second: God was revealed religion as a means of glorifying humanity. Glorified humanity (sympathize, give help, appreciate his insights) should be rated higher in social intercourse. Third: to develop the possibility of emergence of religion as an alternate value offer and the offer was not forced. Religion did not appear to rule or dominate, but to contribute in regulating life. Religion becomes the conditioning element in the association of socioeconomic and political. Through and in religion, we are looking for peace.

Efforts to realize a peaceful life is not an easy job, in addition to requiring human costs and expensive and requires a phasing process that took place in the span length. However, this does not mean the effort is not feasible, especially by those who are able to understand and follow the teachings of God and the laws that are loaded with the value of compassion, reciprocity, and togetherness in all aspects of life.

Consequently plurality in whatever form it takes, is the laws that must be respected. People may not agree with an ideology or unwilling to follow the cultures are different, but as long as this does not interfere with his identity, he must honor it, that is, everyone has the right to express themselves and are obliged to respect the expression of the rights of others in the order of a group that is fair and egalitarian. Therefore, diversity should be recognized as an opportunity to build a fair cooperation and mutual benefit for the realization of social interaction and dynamic nature. Teaching about the laws and reciprocity in this life is a form of Islamic education which is now known as peace education.

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IMPLEMENTATION OF ONE-ROOF SCHOOL IN MOUNTAIN REMOTE AREA (A CASE STUDY AT ONE-ROOF PUBLIC MIDDLE SCHOOL WLINGI BLITAR)

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ABSTRACT

Education equity program becomes the priority of Indonesian Government, especially in remote, scattered, and isolated areas. The Government's action in addressing issues of education equity in Indonesia is by the introduction of 9-years-learning-compulsory movement. In general, one alternative of 9-years primary education held in the remote, scattered, and isolated area, as well as away from middle school access is a cohesive primary education model that is implementation of One-Roof Middle School program. This study aims to describe the implementation of One-Roof Public Middle School Wlingi as an alternative of the 9-years education equity in a remote area located in Balerejo village, Wlingi, Blitar. The study employs descriptive qualitative as the research approach and type. Key informants as data source include principal, teachers, students, and society. Data collection procedures used in the study are observation, documentation, and in-depth interview by using unstructured interview guidelines. The collected data is then verified and analyzed through theoretical interpretation in order to understand the tendency of problems that arise. The study result that the implementation of One-Roof Public Middle School Wlingi has run in accordance with the objective since builded. Factors that demotivate the implementation of One-Roof Public Middle School Wlingi in Balerejo village, Wlingi are the economy, the insufficient facility and infrastructure, the lack number of staff sand teachers in quality that most teachers do not teach in accordance with their appropriate fields of study, the low motivation of the society in sending children to school, and the geographical condition. At last, the study offers a solution in order to improve the quality of education by increasing high attention, coordination, and commitment of the entire stakeholder as a moral obligation to educate the nation's children.

Keywords: one-roof school, education quality improvement.

1945 Constitution article 31 establishes education for Indonesians that all Indonesians are entitled to acquire education and have to take primary education. In a detail, in the Constitution No. 20 of 2003 about National Education System article 17, the primary education is in the form of Elementary and Middle Schools. Elementary school program is 6 years and Middle school program is 3 years. Therefore, the primary education program needs 9 years which then known as 9-years-learning compulsory of primary education program.

Indonesian Government Regulation No. 47 of 2008 on nine-years compulsory education article 2 explains that it functions to seek extension of opportunity equity in obtaining quality education for every Indonesians and aims to provide minimum education for them to develop their potentials in order to be able to live independently in society or to continue their education to a higher level. Implementation of nine-years-learning compulsory program will be able to overcome problems of equitable service distribution and education quality improvement which have not been completely well-implemented. That is because of the gap between the quality of education in rural and urban areas in Indonesia, especially in remote areas.

One alternative of primary education created by Government in order to succeed the nine-years-learning compulsory program in remote and away from middle school access areas is generally an integrated primary education model of Elementary-Middle School which is the implementation of one-roof school. The integration could refer to physical and or managerial. Physical cohesiveness is the location of Middle and Elementary School which is joined or juxtaposed(DediKoeswara, 2012:2).

General objectives of One-Roof Elementary-Middle School developmentare to accelerate the nine-years-learning compulsory of primary education and improve the quality of primary education. Whereas, particular objectives of One-Roof Elementary-Middle School are: 1) to enlarge primary education service or improve Middle School capacity in remote, scattered, and isolated areas in order to support accomplishment of nine-years-learning compulsory; 2) to juxtapose Middle and Elementary School, as well as provide opportunity and chance for children to continue their education; and 3) to improve participation of

society (Implementation Guide of One-Roof Elementary-Middle School Development, 2008:1).

The establishment of one-roof school aims to place alongside Middle School education institution to the most accessible place for public with expectation of primary education fulfillment for surrounding society. Economic level of the society where One-Roof Middle School is implemented is categorized at low level. Therefore, it is less possible for parents to send their children to nearby Middle School because the distance is far from home and the fees are expensive.

The implementation of one-roof school program as a form of equity policy application of nine-years primary education cannot be separated from variables – supporting variables of the program are regulation, bureaucratic structure, implementers attitude, stakeholders, leadership, communication, resources, economy, social, management strategy, monitoring and evaluation (Edward, 1980; Dunn, 1981; Winarno, 2002; Brienkerhoof& Crosby, 2002; Hasan, 2013).

In this study, the supporting variables covered are bureaucratic structure, resources, and communication; therefore relation between the three things in supporting the implementation of one-roof school program needs to be described.

METHOD

This study is a descriptive qualitative research. It aims to describe and summarize a variety of conditions, situations, and phenomena of social realities that exist in society as research object, and/ pull the realities out to surface as a trait, characteristics, nature, model, sign, and picture of a certain condition, situation, or phenomenon (Burgan Bungin, 2009:68).

According to Marshall &Gretcher, in a qualitative research, data collection is done at natural setting, by using primary data source, and data collection techniques are more on participant observation, in-depth interview, and documentation (Sugiyono, 2012:309).

The study is focused on the implementation of One-Roof Public Middle School Wlingi as an alternative of the nine-years education equity. The focus of the study is the process of a program implementation which is bureaucratic structure, resources, and communication in May 2016. Data collection procedures of the study are observation, documentation, and in-depth interview using unstructured interview guidelines. Main instrument of the study is the researcher. Key

informants as sources of data include principal, teachers, students, and society. Data analysis of the study is Interactive Analysis which is data collection, data reduction, data display, and drawing conclusions or verification. Data validation of the study is triangulation.

FINDINGS AND DISCUSSION

Blitar is one of areas that implement one-roof school. One-Roof School in Blitar is supported by Australia with self-management or given to school management system (Blitar website, 2016). The following table covers data of Illiterate Rate and Gross Enrollment Ratio (GER) in Blitarat 2006-2010, data source of RJMD Blitar 2011-2016.

No	Description	Year				
		2006	2007	2008	2009	2010
1.	10-44 y.o. Illiterate Rate	8.677	7.576	700	0	0
2.	Gross Enrolment Ratio (GER) : - Elementary school - Middle school - Highschool	96,55 85,64 23,16	97,14 95,23 26,34	97,38 95,65 26,46	98,04 96,29 34,18	98,62 99,07 38,68

Based on the data of Blitar District Government, Gross Enrolment Ratio in 2010 at Elementary School level is 98.62% and Middle School level is 99.07%. Gross Enrolment Ratio (GER) from 2006 to 2010 continuously shows improvement although it is relatively small. However, there are still numerous efforts that have to be implemented in order to make GER of education, particularly secondary education (Middle-High School), increases.

Blitar has 4 schools that implement one-roof school. One of them is located in Balerejo village Wlingi district, namely One-Roof Public Middle School Wlingi. Geographically, Balerejo is located in mountain area in which its nature condition is less motivating for the society to easily get education access. BlitarGovernment of Education implements one-roof school located in BalerejoWlingi in 2009 based on decree of one-roof school implementation number 188/89/409.012/KPTS/2009 issued by the Regent of Blitar with a land area for building of 3524 m2. One-Roof Public Middle School Wlingi was located in the same place with Public Elementary School Balerejo 1. In 2010, because the number of students at Public Elementary School Balerejo 1 was small, the Blitar District Government decided to incorporate the students of Public Elementary School Balerejo 1 with Public Elementary School Balerejo 2. Thus, the location which originally included Elementary and Middle School becomes Middle School location only. The principle

manager would have fundamental reasons in determining the location of which the principle is implemented as an alternative to resolvethe dropout rate in Balerejo and the surrounding.

Vision of One-Roof Public Middle School Wlingi is that "The learners with belief, knowledge, achievements and skills of Indonesia", in order to achieve the vision, missions needed are as follows: 1. Organizing Education Service that is innovative, creative, transparent, and accountable; 2. Growing Comprehension and Implementation of Doctrine adopted and Cultural Values; 3. Growinga spirit of excellence structurein science, technology, arts, and sports; 4. Growing polite behavior and noble personality; and 5. Developing competitive Local Specialty Based Competency.

Number of students at One-Roof Public Middle School Wlingi in the academic year 2015/2016 is 150 students consisting of 78 boys and 72 girls. There are 6 study groups which are 3 groups of grade VII, 2 groups of grade VIII, and 1 group of grade IX.

One-Roof Public Middle School Wlingi has 14 educators, which are divided into 1 principal, 4 official teachers, and 9 honorary teachers. Curriculum carried out in 2015/2016 at One-Roof Middle School is K2006.

Bureaucratic Structure of the Implementation of One-Roof Public Middle School Wlingi

Bureaucratic organization has a standard, formal, and long-period hierarchical structure which is characterized by routinely operational tasks achieved through formal specialization and rules as well as arrangements. Bureaucratic strength lies in the ability in running a program efficiently (Weber, 1948; Robbins, 1998;Hasan, 2013).

Bureaucratic structure in the implementation of One-Roof Middle School cannot be separated from the discussion of bureaucratic concept. The One-Roof Middle School implementation of the site study has implemented the bureaucratic structure theory. The implementation is in accordance with the school conditions.In addition, the Principal leadership factor also determines the implementation of school programs by implementing a democratic situational approach to create conducive school conditions. Although with all limitations, the bureaucratic structure is implemented and runs effectively and excellently.

According to Bollen (1997), human resource empowerment efficiency is conducted based on the limited school conditions to achieve an effective school. The Principal generally employs field approach as an effort to support the implementation of One-Roof Middle School that is by organizing school in accordance with the school environment conditions for the effective and excellent implementation of education.

Implementation guidelines or operational standard of One-Roof Public Middle School Wlingi has referred to the activity operational standard. The Principalinvolves all components of school in the implementation of school program, distributes teachers' tasks in detail with clear job descriptions, and completely trusts the teachers in the implementation of school program.

Coordination within the bureaucratic structure has been employed well. It is employed every time, routine and scheduled. Coordination with the Blitar Government of Education is done intensively and regularly. Coordination with the school committee is done proactively.

Human resource empowerment is based on the ability and commitment with responsibility. There is no difference between the official and honorary teachers in the tasks distribution. In the implementation of school program, the Principal distributes the tasks along with the vice principal, school treasurer, homeroom teachers, and extracurricular instructor.

Educational Resource

In the implementation of one-roof school program, quality resources are needed in order to make the implementation process be properly conducted and appropriate with the objectives of implementation. Availability of educational resources is one of important supporting factors in the realization of education program implementation. Resources in the implementation of one-roof school consist of human resource, facility and infrastructure resources, and budgetary resource.

In term of quantity, total number of official teachers is 4, while others are still honorary. In term of quality, some teachers teach subject which is not in accordance with their educational background. In order to improve the professionalism, teachers are participated in forum of Subject Teachers Council activities and training from the Government.

One-Roof Public Middle School Wlingi does not have education officer that helps the efficient process of the school implementation such as administrative staff, laboratory staff, security, medical staff, and librarian. The school administration is done jointly by the Principal, vice principal and teachers outside of school hours. Because of that limitation, the Principal and teachers are required to be more creative and innovative in the school implementation.

The buildings for learning process area, teachers' room, Principal's office, administrative room, living room, and laboratory are quite representative. Sanitary toilet is available only for students, but not for teachers. Learning infrastructure, such as library, is not available. Book resources to improve students learning are still in a small number. Availability of laptops or computers is still limited, either for supporting IT subject or for the importance of school administration.

One-Roof Public Middle School Wlingi has implemented education for free. Main source of school funding is from the Government, such as BOS and Scholarships. Special Allocation Fund is given in the form of school supplies, such as skill tools, sport equipment, science laboratory equipment, and furniture. Payment of GTT Teachers Salary is done by the School.

The combination of educational resources to support the implementation should be provided together. Therefore, the implementation of one-roof school achieves effective school objectives. Thus, the existence of education resources is not only the responsibility of the school Principal but also all parties.

Communication

Communication is a process of delivering information in the form of message, concept, or idea from one party to another. It is done in order to make coordination of implementation between principal, teachers, staffs, and society runs smoothly. It can be done in both formal and informal according to the necessity.

Communication of One-Roof Public Middle School Wlingi and nearby Elementary Schools runs smoothly. Documentation of Elementary students who is going to assign from Elementary to Middle School is held annually. Additionally, One-Roof Middle School conducts socialization to the other nearby Elementary Schools regularly in order to obtain students. Selection test of the assignation level from Elementary to Middle School is not employed.

Structurally, One-Roof Public Middle School Wlingi is directly under the District Government of Education. Communication with Education Officer of Wlingi is only coordinative. The communication is in the form of proposals or reports of regular school expenses and so on.

Communication aspect of One-Roof Middle School and the surrounding society, directly or indirectly, runs smoothly. The society kindly accepts the existence of One-Roof Middle School. Informal communication is done in social and religious activities.

Communication generally runs effectively and efficiently. That is because of the Principal leadership, teachers, and a conducive school condition implication. It has a very important role in supporting the success of school implementation. Moreover, it is one of factors which determine the school development to be an effective school. In accomplishing various tasks, many regulations have to be created. Communication is used to spread information and procedures professionally and cooperatively in meetings in order to create a good professional relationship between school stakeholders.

Communication has four main functions in an institution or organization, which are as a rein (control, monitoring), motivation, emotional expression, and information (Robbin, 1998). Communication in the implementation of One-Roof School is well functioned toward the targets with positive communicative. The limited conditions do not affect the implementation of One-Roof Middle School Wlingi. Therefore, communication affects the implementation of one-roof school to achieve the main objective of nation education equity.

Problems Faced and Alternative Solutions Offered

Economic factors, namely school fees that are considered expensive, low-income parents, and most children work to help their parents' work. Therefore, alternative solutions are socializing to the parents and surrounding society that One-Roof Middle School is free of school fees and allowing the students to help their parents' work (for example: when harvest season comes).

Problems in the facilities and infrastructure preparation are that the school does not have library, has a small number of book resources to support students learning, and has limited numbers of laptops and computers. Thus, the alternative solution is that the school manager should immediately provide the classroom facilities and infrastructure through proposals for social support.

Problems in the lack amount of educators and many of them do not teach accordingly with their fields of study. Hence, the alternative solution is that the Government should immediately improve the lack amount of educator.

Problems in the development of human resources, particularly administrative staffs without certificate or diploma of administrative expertise and educatorswho are assigned to teach two subjects concurrently. Thus, the alternative solutions are that the central Government, local Government, and One-Roof School developer conduct training for the administrative staffs and add some qualified administrative staffs. While for

educators, the Government and developer could re-record teachers who teach in One-Roof Elementary-Middle School and assign them in accordance to their expertise.

Socio-cultural factors, namely the low support of parents, people are still less active in improving the education in their area, low learning motivationof children and low-level education of parents. Thus, the alternative solutions are that the school and society leaders empower the surrounding society and strive for meeting procurement by inviting all committees and related leaders.

Geographic factors, geographic location of Balerejo is in the mountain with hilly condition and minimal road infrastructure which result a longer travel time to go through for the teachers and students to go to school. There is no public transportation operated which results the students who do not have personal vehicle had to walk to go to school. Therefore, the alternative solutions are that the school should give different authority from regular school for the school time to begin at 07.30. In addition, the local Government and school developer should strive for developing boarding facility for the students and teachers who live far away from school.

CONCLUSSION

The clear standard guidelines, intensive coordination, and appropriate human resources could achieve effectiveness of the implementation of One-Roof Public Middle School Wlingi. It is also supported by intensive communication of the education stakeholders.

The teachers are required to always stimulate the education creativity and innovation in accordance with the challenge of teaching workforce professionalism, particularly in the field of One-Roof Public Middle School in remote areas. The principal should implement the bureaucratic structure which is simple and easily understood by all school personnel.

The District Government of Education does not need to apply acomplicated bureaucratic system and has to pay attention, records, and equips the lack educational resources in remote areas. Thus, it is expected that the quality of education could be improved by increasing high attention, coordination, and commitment of the entire stakeholders as a moral obligation to educate the nation's children.

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THE CRITICAL ANALYSIS OF
SCHOOL BASED MANAGEMENT POLICY TO BE
AUTONOMOUS SCHOOL

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ABSTRACT

Education and culture are mutually synergized. They are improving and balancing the human dignity and universe creator. Based on the researcher's search, the issues of autonomous MBS (School Based Management) policy has not been widely discussed by other researchers. To get a comprehensive study, the researcher used some phases. To acquire trustworthiness, the prerequisite should be attained. To get the data credibility used triangulation. MBS provides widest autonomy for principal, on organizing education, programmable, scalable, and other right tracks. MBS easily designs learning processes related to the schools' condition. National Education Standards Achievement through MBS leads autonomous school being improved.

Keywords: school; mbs (school based management); autonomous; policy

Education is transferring knowledge, value, culture, and religiosity which directed toward humanizing. The essence of this education process is as an attempt to change the behavior of individuals or groups that have values that are agreed upon by the religious, philosophical, ideological, political, economic, social, cultural and defense and security. In conformity with Paula Freire, education is the process offorming cadres in which theessential purpose is for liberation. The essence of education is the ability to educate self. In Islam, the essence of education is to take the values of the divine in human (nature) within the guidance of the *Qur'an* and *Assunnah* (Hadith) to become good character human (perfect man) thus the essence of education is largely determined by the values, motivations, and intentions of education itself. The essence of education can be formulated as follows: (1) education is a process of human interaction that is characterized with the balance between sovereignty of students to the authority of educators; (2) education is preparing students to face a business environment that is changing rapidly; (3) education to improve the quality of personal and community life; (4) education lasts a lifetime.Education is an issue in applying the principles of science. A father will attempt to educate their children by simply guiding and training his son to know the life of the forest such as: recognizing edible fruits, making animal traps and so forth (Jalaluddin, 2001: 67).

Another opinion states that, "Education can be interpreted simply as a human effort to develop his personality in accordance with the valuesof society and culture. In addition, Ki Hajar Dewantoro interpreted education as an attempt to advance the education of character, thoughts and child bodyin order to promote the fullness of life and turn the child in harmony with nature and society. Furthermore, in his book "Education Platform" Made Pidarta concluded that, "Educating intends to make people become more perfect, making human life increased from natural life tobe civilized. Educating is to cultivate human (2003: 2). From some of these statements, they deduce meaning or nature in general education from the standpoint of the history of human civilization since its inception. Furthermore, along with the development of human civilization to modern humans; the education become more organized than that initially limited to individual parents to educate children or society to preserve their cultures.To support this statement, Jalaluddin (2001: 68) states parents also give attention to children as well as young people in their community.

Education lasts a lifetime, or better known as long-life educationis accordance with the opinion of Richy in the book "Planning for Teaching and Introduction to Education" which has been translated and uploaded in http://file.upi.edu/ Education is a process that is more extensive processes than that take place inside the school. Education is an essential social activity that allows complex and modern society. This function of education is in the process of specialization and institutionalized by formal education, which remains associated with the process of formal education outside the school.

DISCUSSION
Mbs Management Implementation

MPMBS (School Based Quality Improvement Management) can be interpreted as a management model that gives greater autonomy to the principal, the flexibility to schools, and encourage participation in person the school community and the community to improve the quality of schools based on national education policy and applicable legislation (Nurkholis, 2003: 107) , cf. also Ministry of Education, 2002: 3). MBS is part of the School Based Management (SBM). MBS aims to improve all school performances (effectiveness, quality, efficiency, innovation, relevance and equity as well as access to education), then MBS is more focused on quality improvement (Ministry of Education, 2002:3-4). School autonomy is the school authority to regulate and manage the interests of the school community in accordance with the laws and applicable regulations of national education. The purpose of MPMBS is autotomizing or empowering schools through the granting of authority (autonomy) to school, giving greater flexibility to schools to manage school resources, and encouraging the participation between the school community and the community to improve the quality of education (Ministry of Education, 2002: 4).

Based on the field research, the application of MBS is as a model of strategic management in the education system management within the aim to achieve quality improvement of education standards. But in its implementation appears some obstacles, among others; low quality of education remains problematic at every level of education and education units, especially uneven primary and secondary education. It is seen from the quality of education in urban areas which shows very satisfied quality improvement, while in the rural area is still very of concern. Various attempts have been made by some institutions to improve the quality of education indiscriminately, both in urban and rural areas, among others; training and qualification improvement of teachers, provision and improvement of facilities or education infrastructure, and improving the quality of school management. Based on these facts, it is necessary for improvement efforts, one of which is now being developed by the reorientation of the educational operation, through school management (School Based Management).

Since the MBS program (School Based Management) was initiated in early 2001, this program will empower education stakeholders to give attention and care for education, especially school. In applying the concept of MBS, it requires school to form the School Committee in which the membership is not only the parents of students studying in these schools, but also teachers, students, community leaders and governments around the school and even entrepreneur. The emergence of this program is triggered by dissatisfaction or swelter of education managers at the operational level on the limited authority they have to manage schools independently. Generally, it is seen that the principals felt helpless being stuck with excessive reliance on an educational context. As a result, their primary role as educational leaders increasingly dwarfed by bureaucratic routine that causesdull creativity to innovate.This program is very good, as a form of government responsibility in education, so that it can assist in helping the community care for education financing. However, the discourse developed is the "Free School" so as to bury the public awareness of the education that has been built in the MBS.

From the above discussion, few schools of school committee and educatorsunderstanding are still lacking, consider such as BP3, so the determination of educational accountability through the role of education stakeholders is decreasing. It is no wonder that many schools were damaged, decayed, collapsed even allowed by the school committee, hoping savior to come, namely the government. In terms of macro management, education still has some problems. Management education in particular education units (schools) are under the authority of the principal. Similarly, the operation of education in the classroom should entirely be the authority of the teacher. Based on his professional authority, the teacher is in charge of planning, implementing, and measuring learning outcomes.

Pertaining to the evaluation of educational policies, autonomy era is still unformatted clearly which triggers variety of methods and ways of implementing the program to improve education. Until now the result of the policy is not visible, but a variety of improvisation in the area has shown better color. For example, some steps of the program that have been run in several areas related to education policies in order to improve the quality of school-based and community-based education quality improvement is implemented as follows: (1) the effectuation of UAS (Last Semester Test)and the UAN (National Examination) as a substitute of EBTA/EBTANAS (Last National Study Evaluation); (2) on the establishment of the School committee as a replacement BP3; (3) local content and the skillhave been applied in junior high school; (4) the abolition of the canonizationsystem in enrollment; (5) provision of incentives for state teachers; (6) the support of schools operational

fundingand school practice equipment; (7) help to increase human resources as an example of scholarships for teachers to follow Post graduate program.

Implementation of the education policy autonomy in the context of regional autonomy is as the following, such as: (1) generally, education autonomy leads toward improving the quality of education in response to our "mistake" for more than 20 years of struggling with the problems of quantity; (2) on the side of local autonomy, decentralization of education leads to the depletion of the central government authority and the regional authority bloats, over the government field labeled education must be accompanied by the growth of empowerment and community participation; (3) there is a potential tug of war between the autonomy of education in the context of regional autonomy in putting economic and financial interests as a force of attraction between the autonomous regional governments and educational institutions; (4) clarity site for educational institutions need to be formulated so that the autonomy of education can be run on the rails; (5) the level of schooling, educational autonomy acts upon the principle of decentralization and School Based Management (SBM) at primary and secondary levels; institutional arrangements at the level and the place which is a key success factor educational autonomy; (6) it is appropriate if the autonomy of education must be coupled with policy accountability, especially with regard to the funding mechanism or education funding; (7) at the level of higher education, an autonomous policy remains within the framework of scientific autonomy; (8) in the context of decentralization, higher education autonomy can not be solely placed on regional interests but on the fact that higher education is a national asset; (9) macro; whatever contains in it, the autonomy of higher education should highlight the excellence.

MBS is seen as an alternative to the general pattern of school operation that all this time had centralized authority at the central and regional offices. MBS is a strategy to improve education by delegating significant decision-making authority from the central and regional level to the school. Thus, MBS is basically a management system in which the school is an important decision-making unit for organizing education independently. MBS provides an opportunity for greater control of the principal, teachers, students, and parents on the process of education in their schools.

For this approach, the responsibility of certain decisions regarding the budget, staffing, and curriculum are placed at the school level and not at the regional level, or even the center. Through the involvement of teachers, parents, and other community members in the important decisions; MBS is seen to create an effective learning environment for students. Thus, basically MBS is the school's independence efforts with empowering it.

Implementation of effective MBS specifically identify some of the specific benefits which are: (1) allowing the competent people in schools to take decisions that will increase learning; (2) providing opportunities for all members of the school to be involved in important decisions; (3) encouraging the emergence of creativity in designing learning programs; (4)redirecting the available resources to support the objectives developed at each school; (5) producing a more realistic budget plan when parents and teachers are more aware of the financial situation of the school, spending limits, and the cost of school programs; (6) increasing the motivation of teachers and developing new leadership at all levels.

MBS is also seen to improve student learning achievement if the management is focused on school education rather than at the regional level. The principals tend to be more sensitive and know the needs of students and school rather than the bureaucrats at central and regional levels. Further, stated that a good education reformation will not be successful if the teachers who must apply it have no role and plan.Models MBS which is meant here are models of SBM applied in some countries. The emergence of MBS models in each country can not be separated from the history of education in the country. There were weaknesses in certain fields which focused on improved performance (Nurkholis, 2003: 86-111).

MBS model in Indonesia is called School Based Quality Improvement Management (MPMBS). MPMBS can be interpreted as a management model that provides greater autonomy and flexibility to the schools, encourage direct participation of people in schools and communities to improve the quality of schools based on national education policy and legislation. Autonomy of schools is the school authority to regulate and manage the interests of the school community in accordance with the applicable national education Act and regulation. Meanwhile, participatory decision is a way to take decisions through the creation of an open and democratic environment where the school communities are encouraged to become directly involved in the decision-making process that can contribute to the achievement of the school objectives. So, the school will be expected to be autonomous with the following characteristics: level of independence is high, adaptive, anticipatory and proactive, having a

strong control on the input management and resource, having a strong control over working conditions, a strong commitment and achievements are reference for the assessment and evaluation. MBS models in Indonesia are focused on quality improvement.Education within the framework of the struggle for independence were indicated by the emergence of education movement pioneered by Muhammadiyah University, Taman Siswa University, INS Kayutanaman, Ma'arif Education and other Islamic universities.

Education in Indonesia after Independence

In the period 1945-1969, the goals of the Indonesian national education, as stated in the decision of the Minister of Education, teaching, and culture (PP and K), Mr. Suwandion March 1, 1946, the national education goals in the early days of independence greatly emphasizedon the cultivation of patriotism. In Constitution No. 4/1950, the basis of education and teaching in schools were based on the principles contained in Pancasila, the Constitution of the Republic of Indonesia and the basic principles of the Indonesian culture. The formulation was repeated in Constitution No. 12/1954 which applies to the entire territory of Indonesia.The changes in national education goals impliedfor the curriculum change what was then called the lesson plan. The curriculum which was originally oriented to the interests of the Dutch Colonial modified according to the needs of the Indonesian nation that has been independent. The school curriculum in the early days of independence and 1950s aimed at: (a) increasing awareness of the state and society; (b) increasing physical education; (c) enhancing the character education; (d) paying attention to the arts; (e) associating the content of the lesson with daily life; (f) reducing the mind education.

Schooling system prevailing in Indonesia in the early days of independence includes three levels: low education, secondary education and higher education. The school system continues to be maintained until the 1980s. The end of the 1960s, even if changes occur, it is more on the institutional form. For example the abolition of the SGB, SGA transforms into SPG, and more development of other types of vocationalschools. After prevailing of Constitution No2/1989, there was amendment to the national education system, among others, that basic education is general education of which the period is six years in elementary school (SD) and three years in junior high school (SMP). Thus, SLTP is a general education; as a result the first vocational schoolis merged into SLTP. Another

noteworthy development in the era of 1945-1969 was the establishment of 42 Universities in the form of universities, institutes, and colleges which are generally located in the province capital, so called "new era of PTN (state university) growth".

Implementation of MBS toward Autonomous School

Implementation of MBS in various countries based on the above description has shown changes in the decentralization of education. As research result of Bandur in Flores, Indonesia (2008: 217), "First, school stakeholders have significantly higher degrees of decision-making authority than what they have enjoyed prior to the implementation of SBM. In turn, a process of changes has occurred in schools, Including the changes in the nature of the decision-making process that require all school stakeholders, collaborative relationships, and higher levels of parental and community participation. ".Some of the impacts of MBS implementation policy is making about the management of schools to consider and adjust the potential of schools through collaboration, participation, and empowerment of school elements (principal, teacher, student, staff), parent, school committee, community member, stakeholder, government (Bandur 2008; Pitoyo, 2003)." The criteria for selection of schools in any expansion of school-based management should include leadership and management capacity of principals, strong relationships with staff, and that the school is consistently tracking up in terms of its results… "(NSW, 2012: 74-76).

School-based management provides the school flexibility to organize school operations autonomously. Osario et al. (2009: 4) identified several activities that can be carried out independently by the school in the context of MBS, the budget allocation; the appointment and dismissal of teachers and other school staff; curriculum development; procurement of books and other educational material; improvement of school infrastructure; and monitoring and evaluation of teacher performance as well as student learning outcomes.Schools can set the appropriate school of innovation and creativity (Wu & Po, 2013) so that the school can improve academic performance (Bandur, 2018; Maryono, 2015). The independence of schools in MBShas great opportunity tobe enhanced by giving authority to the school (teachers) to develop curricula based on the local needs, national and international students to develop themselves in the intellectual, emotional and spiritual. (Hakim, 2010), supporting factor for school committees in playing their roles to support educational process cover the mutual cooperation and communication between the school committees and the schools and the availability of funds to

finance the educational process at schools (Pitoyo, 2013)."In order to achieve the targets set out in the development plans, schools must first have a full understanding of their own objective circumstances and analyze the situation before formulating their development plans. "(EMB, 2006: 25-26).

School-based management, also referred to as local management for self-management, is a feature of the school movement around the world. "There is a strong association between the knowledge and skills of staff and learning outcomes for pupils, so schools will employ their capacity for self-management to design, select, implement or Utilize professional development programs to help the ensure of these outcomes."(Volansky& Friedman, 2003: 107).Self-management, reflection and self-evaluation of school are very important to analyze the success rate of the MBS implementation. To improve the quality of education,the decision quality made by the school should manifest the aspirations and opinions of the schoolcommittee and the stakeholders in improving the quality of education. Standards achievement through MBS National Education toward autonomousschool must always be improved through public disclosure, the disclosure to all parties, expanding the network for advantageous cooperation, creative innovative activities resulting in labor productivity and work through strategic work plan which is measurable and clear.

CONCLUSION

The autonomy given to school is the authority to regulate and manage the interests of the school in accordance with the regulations and legislation (Act) in the National Education System; b) Decision-making is carried out by a school participatory decision-making through the creation of an open and democratic environment; c) Citizens schools are encouraged to be involved directly in the decision-making processes so that the school community can contribute to the achievement of the goals of education in schools; d) MBS can provide empowerment to school, greater flexibility in managing school resources, encourages the participation of the community and school members in improving the quality of education; e) Management of schools that have been carrying out MBS will be able to encourage the school community to participate to make an independent school; f) Independence of school can be promoted through school self-management, self evaluation, self reflection

based on the strategic plans of the school steady and measurable.

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UTILIZING OF FACEBOOK TO IMPROVE STUDENTS' WRITING SKILL

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ABSTRACT

This paper reports on the investigation of the implementation of Facebook as a social networking in teaching writing to students of Wiralodra University. Facebook as a social networking enable individuals to connect to each other to form online communities. Lampe et al. (2007) note that Facebook provides a base for learners to check on their action, ideas and interest of the group they belong to. Similarly, Shih (2011) and Roblyer et al. (2010) found that Facebook allows learners to interact and collaborate. Facebook enabled the students to: (1) have a fun learning environment; (2) write easily; (3) get feedbacks from lecturer and peers; (4) discuss more with friends and lecturer outside classroom easily; (5) access more reference for students' writing; (6) get more motivation to write; (7) have their personal space to read and write in a community; and (8) build their analytical and critical thinking skill. Overall, the use of Facebook created positive effects to the students' writing fluency. For that reason, Facebook is recommended to be used as writing media for students. The research method used in this study is qualitative. Additionally, the data in this study were derived from the online interaction and scores of the students' writing on Facebook and interview. The participants in this study were the first semester students because in that semester are already familiar with the Facebook. The result showed that utilizing social networking especially facebook had a positive impact on 84% of the students, 64% could turn to other resources very easily if they faced any difficulties in understanding the subject, and 63% of the students improved their writing skills by using social networking. Therefore, this research aims to bring awareness on how the facebook can be utilized to improve students' writing skill.

Keywords: social networking, facebook, writing skill, interaction.

The use of social networks is a growing phenomenon in both private and academic life. Social networks refer to tools used to enable users for social interaction. The use of social networks complements and enhances teaching in traditional classrooms. For example, YouTube, Facebook, Twitter, and blogs provide a huge amount of material on a wide range of subjects. Students can therefore turn to any of these tools for further explanations or clarifications. Virtual tools, such as Moodle/Sloodle, helps students to keep in touch with their classmates and lecturers/instructors in a participatory environment in which these tools help the material taught to become easily accessible to all users at anytime and anywhere. In this environment users, and especially students, can ask or post questions and queries and they will be answered by their fellow classmates or lecturers/instructors.

In addition, lecturers can have a great time grading quizzes and exams. They can measure class participation in this way and give comments on any subject for the purpose of teaching and spreading knowledge. Facebook, Twitter, and other tools can be utilized in a similar way. Many other Social Networking tools, such as collaboration, online surveys, crowd sourcing, bookmarking and citation, document sharing, and online storage, can be employed to enhance the education process in a way that was not possible before.

The attributes comprised the projection of English by focusing on four skills (reading, listening, speaking and writing). Writing remains an important skill and being able to write well is definitely an added advantage for students. Also what is emphasized is the use of social networking in the classroom to change the pedagogical practices and to ensure 21st century readiness for every learner. As such, there is a considerable alignment between the use of social networking and language learning, particularly in the area of writing, which provides the focus of this study.

Writing as predominantly a cognitive activity tends to be lonely, brain bound and an internal affair (Nishino & Atkinson, 2015). It is said to be a difficult skill for ESL students to master as it is a complex, laborious, boring and uninteresting task (Warschauer, 2010). This implies that writing instructions should help ESL learners to organize their ideas, revise and review techniques that get them to start writing and should not only focus on accuracy, sentence structure and grammatical aspects that are pre-planned. As language lecturers, students should be given an opportunity to voice ideas, knowledge and provide them opportunities to become confident writers. Thus, the general agreement that writing is a challenging

task has led researchers and practitioners to seek ways for effective teaching.

The education world is moving toward the use of technology in education. Lecturers can no longer shy away from the digital world. There is a cycle of change due to the Internet and Information Technology (Kajornboon, 2004). The use of social networking is very popular among English language learners. According to Srinivas (2010), social networking is one tool which can assist lecturers and learners to access information and facilitate the learning of English.

Social networking sites such as Facebook can help lecturers to create a conducive environment for students to practice their writing skills and overcome the difficulties in writing (Carlos et al., 2015). Writing will be less burdensome with the online platforms as lecturers and students are able to interact, collaborate and work at their own pace outside the classroom hours (McCarty, 2013). In fact, researchers have highlighted that Facebook has the potential to motivate and encourage students to learn English well (Omar, Embi & Yunus, 2012). At this point it is important to acknowledge Facebook has many features that can be utilized in language learning, such as Like, Chat room, Comments, Notifications, Messages, News Feed, Events, Groups, Apps, Friends and etc. To use Facebook as a writing platform, one needs not necessarily use all features, it is enough to accomplish the task planned. In the case of utilizing Facebook to investigate the writing approaches, it is sufficient to use features such as Groups, Comments and Walls alone. Only a few features are used to accomplish a simple writing task. E-BizMBA (2013) has reported the most popular social network is Facebook, with an estimated of 750 million visitors each month. Therefore, lecturers ought to follow their learners and launch their courses into the virtual world. This research has focused on utilizing of Facebook to assist interaction among peers and lecturer in the writing of English. The participants (subjects) are first semester English students in the Islamic education Faculty of Wiralodra University.

In the few past years, there has been rapid growth in the availability and uptake by many colleges and universities of teaching their courses to their students online, and the effectiveness of learning by using different social networking tools has increased due to the increase in provision of these electronic courses for students. As the world has changed from earlier ages to today's highly technological world, learning has also changed from the traditional classroom methods of learning to distance learning, and now to online learning. With the increasing popularization of computer technology, the way of classroom teaching has also changed from plain lectures to multimedia presentations. Also, with the technological advancement and the Internet, the world has become a vast storehouse of information (Tham & Werner, 2005).

Online learning (or E-learning) provides many opportunities that were not possible before and opportunities to learn from a reputable university or from across the state or country can be extremely valuable. Social networks for learning are social structures consisting of nodes that represent relationships between individuals (or organizations) within a certain domain (Liccardi et al., 2007). Ellison (2007) defines social networking sites as "web based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system" (Ellison, 2007). Social networks are not used for communication only, but are used in education too. Typically, intuitions, colleges, and universities are taking action by providing suitable materials, locations (classrooms, labs, and lecture halls) and people who can teach their students (Liccardi et al., 2007). All activities can be 'face-to-face,' but many also are mediated by social networking technologies, including peer assessment, discussions, and collaborative work (Liccardi et al., 2007). Liccardi states that 30% of students use social networks to communicate with other students (trading posts on blogs, for instance) while more than 52% use online videos, podcasts, blogs, and wikis (group-authored websites) during class time (Blankenship, 2011). Studies also show that social networking tools support educational activities by making interaction, collaboration, active participation, information and resource sharing, and critical thinking possible (Mazman & Usluel, 2010).

The main three top social networks in education are Twitter, Classroom 2.0, and Facebook (Kapuler, 2011). Students often use global social networks (i.e., Facebook, Twitter, YouTube, Classroom 2.0, etc.) for different purposes and around 60 % of these students say they use social networking tools to discuss classes, for learning outside school, and planning for college (Masic et al., 2012). Students also report that they are using chatting, text messaging, blogging, and online communities, such as Facebook and MySpace, for educational activities, including collaboration on school projects. Facebook, Twitter, and Youtube are the tools most

used by the students because users, and especially students, interact and exchange knowledge in very easily accessible ways (Yuen & Yuen, 2008). The following subsections provide some details about the most popular social networking sites.

Presently, Facebook is used as a social network to keep in touch and keep up with other people. Initially, Facebook.com was used with ".edu" email addresses by university students. Carlson (2010) stated that in 2004, Mark Zuckerberg founded Facebook when he was a sophomore at Harvard University and a couple of years later Facebook was opened to the public. It has been used as a social network more than an education tool. Students use Facebook primarily for 'social searching.' That is, students use Facebook to learn more about a person they have met. It is also used for social and emotional support and as a resource to find information. Joinson (2008) has explained students send messages to friends and maintain social ties.

There are many ways to use Facebook in education. Online College.org (2011) has described Facebook can be used for collaborative learning, and has become a passion for students. In addition, students like to share, collaborate or work as a team. Futhermore, Kessler (2010) has explained students can critique on each other's work and assignments with fairly easy access. Mashable Social Media (2010) has suggested students can also ask their lecturer questions or chat and use Facebook as a message board for free.

The researchers found that students improve their vocabulary from the online comments and spell check. Such advantages of Facebook should be utilized by using the environment for writing and interactions, because students tend to show their interest as the writing environment is a space that students are deeply integrated in their day to day practices. Despite existing evidence of the potential of Facebook for enhancing writing skills, previous studies have not paid enough attention to the writing approaches that are available when the lecturer and students are given the space and time to improve writing. The results obtained from the studies mentioned above are far from satisfactory in understanding the use of Facebook for writing..

Also, Facebook is a marketplace for textbooks. It is a social network where books can be sold and bought. The next function of Facebook is the creating of groups. Online College.org (2009) has proposed using Facebook for academic purposes; these can be groups for an entire class or smaller study groups. There would be communication and sharing of information. The literature review of Facebook has shown there are many ways to use Facebook as a social network and for education in general. However, there is a gap for using Facebook in writing English as a foreign language and for medical students. Hence, this research is investigating ways to use Facebook in writing with economic students.

Three approaches to writing will be discussed in this section particularly process, product and genre approaches. The product approach focuses on grammatical features and appropriate sentences that fit in a pre-planned format. This helps students to realize that English essays are based on rhetorical patterns such as narration, description and persuasion. (Taha and Thang, 2014, Tan & Miller, 2007). Students' writing problems are neglected and they do not receive adequate guidance while producing a piece of writing. The product approach trains students to please the examiner and to achieve good results in the examination. Students are not trained to become good writers.

As a result, the purpose and process of writing are neglected in classroom teaching. In such a situation, accuracy is prioritized over meaning making. Students fail to acquire essential writing skills related to jobs and academic papers. Process writing is an approach that focuses on the very process involved in producing a written product instead of the final product (Nunan, 1991).

The genre approach focuses on grammar, linguistic structures and social functions. According to Tribble (1996), the genre approach seems to share many similarities with product writing as it also emphasizes linguistic features and models that seem to guide the writers. However, one main thing that differentiates the product approach from the genre approach is that latter is produced according to the social context (Badger & White, 2000).

The literature review about grammar mistakes include may types of errors. Gary-Grant and Gingerich (2012), Orman and Purdue Online Writing Lab (n.d.) have presented misuse of relative pronouns – nominative and subjective pronouns. Also, there is misuse of vocabulary. For example, the misuse of 'affect' and 'effect'; 'bring' and 'take'; and 'lie' and 'lay'. Additional mistakes include misspelled words, misuse of nouns, pronouns, adjectives, adverbs and verb tenses, and misuse of infinitive/gerund, and misuse of articles (a, an, the). In addition, misuse of mechanics includes apostrophes, commas and periods (full stops), as well as capital letters. These errors have been focused on in the correction of the writing assignments.

The three approaches discussed above exhibit similarities and differences in instructional practices that they advocate. Evidently, there is no approach that is considered perfect to be implemented in the classroom. There is a need to integrate other tools to support the three writing approaches. The Facebook environment is a promising solution to a number of problems in writing. Utilizing of Facebook encourages the process writing approach. With utilizing of Facebook, students are able to go recursively through planning, drafting, revising, editing and publishing as they can access the Internet multiple times. Facebook permits learners to continue their learning activities outside the classroom. Additionally, the drafts are on the internet, therefore, there is no time limit to receive comments. The product approach can also be implemented since the lecturer can provide model essays, guidance and extra materials in the online writing environment. Criticism on product and genre approaches can also be solved. The social interactions encourage students to share and exchange various ideas and opinions.

Action research focuses on the people involved in the research. It takes place in the classroom in a real-world situation with the aim to solve real problems. According to Ferrance (2000), action research is "learning by doing." The researcher or lecturer identifies a problem, does something to resolve it, measures how successful the efforts were, and tries again if unsatisfied. This is the essence of action research and this present research has taken place in the classroom to solve a problem.

METHOD

In the present research, there were three phases. Phase 1. Facebook users were asked to check another student's writing assignment. Phase 2. Students categorized the mistakes and made corrections. Phase 3. Six students were interviewed online to assess the effect of using Facebook in the teaching of writing.

The present research has been conducted with first semester English students in the Islamic education Faculty of Wiralodra University. The students' ages ranged from 19 to 20. There were a total number of 27 participants.

Course syllabus has stated the objectives of the Experiential English I course include the following: at the end of the course students should be able to communicate effectively in daily life using the four language skills (listening, speaking, reading and writing); and collect information from various kinds of

sources and compare, analyze and synthesize the acquired information to broaden existing knowledge, and present important issues in oral and/or written form.

The classes run for three hours per week during the first semester of the academic year. There were two writing assignments. The participants posted their assignments on Facebook and received feedback from their peers and lecturer.

FINDING AND DISCUSSION

The coding of the grammar mistakes of this study was based on Gary-Grant and Gingerich (2012), Orman and Purdue Online Writing Lab (n.d.). The Cambridge Dictionaries Online, Dictionary.com, and the Dictionary and Thesaurus Merriam-Webster Online (n.d.) were used to correct the misuse of vocabulary.

The Coding of Grammar Mistakes is as follows 1) misused vocabulary, 2) Misused tenses, 3) Misused singular/plural nouns, 4) Misused punctuations (commas and periods), 5) Misused pronouns, possessive pronouns, 6) Misused articles (determiners): a, an, the; 7) Misused prepositions; 8) Misused verbs; 9) Misused nouns/adjectives; 10) Misused capital letters; 11) Misused infinitive/gerund; 12) Misused superlatives; 13) Misspelled words

The participants coded the mistakes according to afore mentioned categories. The mistakes have been presented from the most common to the least common.

Misused vocabulary
Example 1:
(SW) Student's writing: Ipad may refract you
(C) Correction: Ipad may distract you.
Explanation: distract (v.)--to make someone stop giving their attention to something refract (v.)--when water or glass, etc. refracts light or sound, etc., it causes it to change direction or to separate when it travels through it

Example 2:
(SW): Another downside is that Ipad may lead you to the wrong way.
(C): Another downside is that Ipad may misdirect you.
Explanation: misdirect (v.)--to use something wrongly or for the wrong purpose. wrong way (adj.)--there is something wrong, incorrect, inaccurate.

Misused tenses
Example 3:
(SW): This talk show is usually focus on …
(C): This talk show is usually focused on …
Explanation: Use the simple past to express the idea that an action started and finished at a specific time in the past.

Misused singular/plural nouns

Example 4:
> (SW): *My king goes everywhere to help his inhabitant.*
> (C): *My king goes everywhere to help his inhabitants.*

Explanation: The plural form of inhabitants is needed because there is more than one inhabitant in Thailand.

Misused punctuations (commas and periods)
Example 5:
> (SW): *such as reviewing your lesson ,*
> (C): *such as reviewing your lesson,*

Explanation: The comma (,) is place at the end of the word, then a space is needed.

Example 6:
> (SW): *We cannot think of nothing but products from Apple .*
> (C): *We cannot think of nothing but products from Apple.*

Explanation: The period is placed at the end of the last word of the sentence, followed by two spaces.

Misused pronouns, possessive pronouns
Example 7:
> (SW): *My mother teaches me to do your best and not to ...*
> (C): *My mother teaches me to do my best and not to ...*

Explanation: Agreement in person. When writing in the "first person" (I), the possessive pronoun is "my."

Misused articles (determiners): a, an, the
Example 8:
> (SW): *So, Indonesia people have the better quality of life.*
> (C): *So, Indonesia people have a better quality of life.*

Explanation: Use a or an when talking about one thing in general, without saying which one.

Misused prepositions
Example 9:
> (SW): *Your close friend may get a scholarship to study in somewhere that is far from Indonesia.*
> (C): *Your close friend may get a scholarship to study somewhere that is far from Indonesia.*

Explanation: In general the preposition in is used to indicate inside the building, or for an enclosed space or area.

Misused verbs
Example 10:
> (SW): *Most of them have older ...*
> (C): *Most of them are older ...*

Explanation: The main verb "to have" is used to show possession of objects, characteristics, relationships or other qualities. The main verb "to be" is used to show the role

or position that one has at work, family or other organization.

Misused nouns/adjectives
Example 11:
> (SW): *Multi Touch has high accurate.*
> (C): *Multi Touch has high accuracy.*

Explanation: Accurate is an adjective. Accuracy is an uncountable noun. A noun has to be used in this sentence.

Misused capital letters
Example 12:
> (SW): *The work It's ...*
> (C): *it's*

Explanation: Common nouns are not capitalized.

Misuse infinitive/gerund
Example 13:
> (SW): *Ipad can distract you from what you should be do.*
> (C): *Ipad can distract you from what you should be doing. (object)*

Explanation: A gerund is used because it is the object or complement of a sentence.

Misused superlatives
Example 14:
> (SW): *Oprah Winfrey's talk show is the higher rated TV program in America.*
> (C): *Oprah Winfrey's talk show is the highest rated TV program in America.*

Explanation: The superlative adjective is used when talking about three or more things. It expresses the extreme or highest degree of a quality.

Misspelled words
Example 15:
> (SW): *now a days*
> (C): *nowadays*

Explanation: Nowadays is one word

The most common mistakes are misused vocabulary, followed by misused tenses and misused singular and plural nouns. In addition, there were errors in punctuation of commas and periods as well as misused pronouns and possessive pronouns. There were also misused articles (determiners): a, an, and the. Then there were misused prepositions. In addition, there were misused verbs, nouns/adjectives, capital letters, infinitive / gerund. Lastly, there were misused superlatives and misspelled words. Phase III involved 6 participants' comments about this present research.

Student A has suggested that Facebook can focus on writing and speaking. Student A has stated: "Teaching English via Facebook should focus on speaking and writing because these parts

require interaction between students and lecturers. Students can spend their time practicing English freely as they wish, and lecturers can evaluate or grade their work any time. I find this very convenient for both sides. Facebook offers rapid access to send and evaluate essays or speaking files and for the reading and listening part, lecturers can upload their materials on Facebook, but I prefer not to listen to lectures. I think that it will be more beneficial if there is plenty of self -homework for students. Just like TOEFL sample questions."

Student B has explained the use of Facebook would depend upon the equipment that is available. This student thinks that accessibility is not a major factor since textbooks can be used.

Student B's comment is as follows: "Well, I think that it depends on how well are the teaching tools developed on Facebook. Although teaching English on Facebook might potentially improve accessibility, it deteriorates the authenticity of textbooks. In short, there are advantages and disadvantages in using and not-using Facebook as an English teaching tool, and the question "which way is better?" Depends on the "quality of the tools on Facebook" not the Facebook itself. To illustrate, I won't waste my time reading or watching how to write a good essay via Facebook. I prefer to get one of the best "summary" on how to write a great essay within 1-2 papers and some examples to read; and here, Facebook can play roles in how I can send my essays to someone to grade, comment, and modify them."

Student C has explained the use of Facebook can be effective. This is because documents, announcements and additional material can be uploaded onto Facebook. Also, it is an effective way to contact students. Student C has commented: "I think using Facebook as a tool for teaching English and learning resource is efficacious. You can upload documents; make announcements and any other material as a supplement. Thus, you will potentially solve the problem that many students want you to bring more copies because they lost them or your copies are insufficient. Furthermore, it is a fast way to reach students. I definitely like your idea (using Facebook) since it's a practical and easy way."

Student D has commented that Facebook is ideal when interaction is required. However, it should be a closed group. Student D has pointed out: "Facebook is ideal for developing English skills that require interaction. However, as far as I'm concerned, using formal language in Facebook still looks weird to me. Anyway, I guess its fine to stay formal but you might like to keep it private to your groups, your colleagues will think that you're nerdy otherwise."

Student E: "I like it. I think it is fun."

Student F: "It is useful. I can work at home."

The interviews indicated that the participants enjoyed it and found it to be useful. In addition, they can work from home. The equipment plays an important part in making it successful. One student thought that using Facebook would be appropriate with speaking and writing. In addition, Facebook is helpful because materials can be uploaded and shared. However, it ought to be used only by the participants in the class. It should not be opened to other classes or the public.

CONCLUSSION

First semester English students in the Islamic education Faculty of Wiralodra University were the participants in this present research. It was initially conducted because students' have an interest in using Facebook. When the researcher went into the class, one of the students in the classroom was using Facebook. She believed that she was the initiator of using Facebook in the class. The timing was perfect. It was a "blessing in disguise." This present research was conducted to investigate the effect of using Facebook to assist interaction between classmates and the lecturer in writing English. The participants read each other's writing assignments on Facebook.

The participants and lecturer categorized the mistakes and made the corrections. From the findings, it has been found that participants had the most problems with vocabulary. Next, the participants had problems with tenses. They used incorrect tenses and singular and plural forms of nouns. The participants' comments suggested using Facebook is fun. The assignments can be completed at home and assignments can be corrected during students' free time. They do not have to do it immediately. In addition, participants can communicate synchronously. Materials and documents can be uploaded and participants can work on it later or at home, such as writing or speaking assignments. Lastly, it is important that the hardware work appropriately. From the students' evaluation, the use of Facebook is a fairly effective tool.

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READING DEVELOPMENT ON EARLY CHILDHOOD

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ABSTRACT

Many countries make interesting programe to improve reading habit. By reading habit, they can be independent country. According to a new study conducted by central Connecticut state university in US, Indonesia is the second least literate nation in the world in a list of 61 measurable countries. Better than Bostwania, it is the lastest of measurable countries. It makes Indonesia disappointed, so Indonesia must make a new program or solution which it can be better to increase the rank. Reading habit will be useful to implemented since early childhood. Before entering Elementary school, children have to know how to read, write and account. If they can not do it, they can not enter 1st grade. In kindergarten, the children are playing while learning. It makes parents worried, so they ask someone or teacher to give the children private lesson. They force the children to understand well about sentence. The children can be bored, not interesting in reading, feel oppressed. So it makes them dislike to read a book and more interesting in games or gadgets. In literacy class, reading and writing experience can not be separated. Reading must be a part of daily life if we want to improve children ability and literacy. The parents and teachers have to make same perception in children's stimulation. The teachers make interesting and meaningful lessons which appropriate children reading development. The parents and family give example and support to the children how to like reading book. Their environment will be colouring their activities or habits so they can be a good reader.

Keywords: reading development, reading habit, early childhood.

In present, a program for developing literacy in children from birth to seven years. It based on the following rationale (IRA, 1985). Play is the most natural of childhood activities and one of the most frequently observed. Hughes offers three criteria that may help to define play such as; freedom of choice, personal enjoyment, focus is on the activity itself rather than its outcomes. These criteria are foundational to the play process and in connecting children's development with their learning (Hughes: 2003).

In contrast to findings described above, DeBaryshe (1995) did not find a significant relation between reading style and children's interest in reading. However, her study did not involve direct observation of affective quality nor direct assessment of children's interest but instead coded types of verbal comments/questions during reading and mothers' reports of the frequency with which their children asked to be read to or read by themselves. DeBaryshe had hypothesized that maternal beliefs about children's literacy development would predict socialization practices, which in turn would predict children's interest in reading. She used two separate samples of mother/preschool children dyads.

Both samples were predominantly African-American, one low income, the other mainly working class families. To assess maternal beliefs, mothers filled out questionnaires about their views on their role as their children's teachers of school-related skills, the importance of positive affect associated with reading, importance of the child's participation in the reading interaction and several other factors. Information about reading practices was based on tape recordings of a dyadic reading interaction. These recordings were coded for the types of conversation that occurred, including the nature of questions asked and the type of feedback given to the child.

Children's interest in reading was indexed by maternal ratings of their children's enjoyment of being read to, requests for others to read to them and frequency with which children read on their own. The pattern of results was fairly consistent across the two samples. Although maternal beliefs about literacy development predicted reading practices, reading practices did not predict children's interest in reading. However, maternal beliefs did predict children's interest in reading.

Morrow (1993) divides the early reading activities for children into three stages. The first stage is a child realizes meaningful words and close to the child's life. This stage is shown in a child's reading behavior when reading food labels favorite, read his name, read the signs on the road, and read some of the names of restaurants frequented by children.

Figure 1. Children Sensory Manipulative Experiences

Teale (1981) relied on Vygotsky's (1962) theoretical framework when he identified children's initiation into book reading as a process in which they move from total reliance on the adult to independent reading as a result of modeling and interacting with the adult. Vygotsky had earlier described intellectual skills as growing out of social interaction, claiming strongly the social origins of cognition. From that perspective, the importance of read-aloud events is their social interactiveness,with the adult serving initially as mediator between text and child and providing the opportunity for both adult and child to make or take meaning from the text. The event gives die child both a model of adult reading and a support system during the child's transition to independent reading. During story reading, meaning is negotiated through the interaction of adult and child; it is constructed and reconstructed throughout the event (Piaget & Inhelder, 1969).

According to Solehuddin, dkk (2008) Children reading development in four ways: (1) Beginning reader, (2) Emergent reader (3) Early reader and (4) Fluent reader. Beginning reader is the children like to see someone who is reading something for them. They use pictures for reminding a story and show reading behaviour. Emergent reader is the children begin to suit writing and speaking. They are brave to read a simple word.

Picture 1. The book for emergent reader (source: private documents)

Early reader is the children can identification and understand the words in the sentence. They can adapt how to read the sentences.
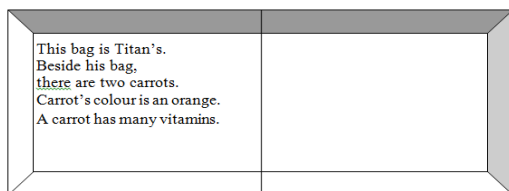
Figure 2. The book for emergent/early reader. (source: private documents)

Fluent reader is the children can make connection what knowledges they have known and new knowledges. They are thinking about a writing message and their experiment to get an understand.
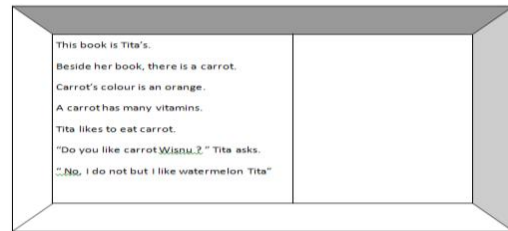
Picture 3. The book for early/fluent reader. (source: private documents)
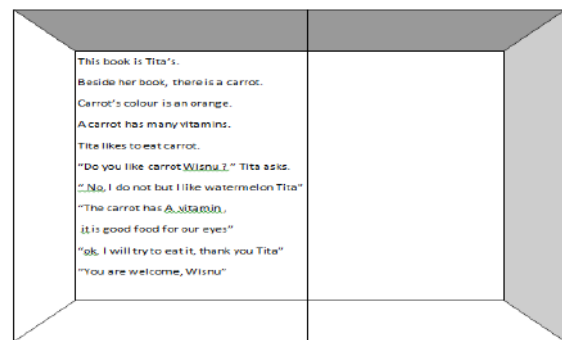
Picture 4. The book for fluent reader. (source: private documents)

Both the frequency of reading aloud and the nature of the interaction that occurs during joint reading are important. Active discussion about story, particularly discussion that involves open-ended questioning and decontextualized talk is moststrongly associated with children's gains in vocabulary and literacy skill (Dickinson and Smith: 1992). Reading aloud may also have positive affective consequences by increasing children's interest in books, motivating them to engage in independent book-related play (Morrow, O'Connor, & Smith, 1990).

The present research explores the relation between characteristics of home-based dyadic book reading interactions and children's early literacy skills as well as their self-reported motivations for reading.We focus on the nature of utterances, the social/affective quality of the interaction, the age of the participants and the familiarity of the book being read. Consistent with other researchers, we use the term early literacy skills to refer to those skills that are thought to be relevant for the acquisition of conventional reading skills (Snow et al., 1998).

At home, parents have a unique opportunity to introduce children to literature from an early age. These interactions help young children develop literacy skills that are invaluable for the future, as they provide a foundation for reading and writing.

"Read Aloud"—Kathy Egawa and Jennifer Katahira (2000) espouse the belief that "Reading Aloud is seen as the single most influential factor in young children's success in learning to read." They reiterate the ideals of Mem Fox, who calls for both parents and teachers to recognize the benefits of reading aloud on a daily basis. Choose a quality piece of literature and share it with young children, either in a lap reading setting (one on one), or in a small or large group setting.

Share a Variety of Books with Young Children - Some books quickly become favorites, and it is often important to read and re-read books, for children to feel comfortable with the plot and characters. Young children enjoy the predictability of some books, and this makes for a very successful reading session. Introduce the classics (nursery rhymes, fairy tales, etc…) or search for books with rhythm or rhyme that engages young children. As parents and teachers, we must not forget the need to introduce expository (informational) texts. Children benefit greatly from reading and interacting with books that challenge their understanding.

Talk About Books - Simply reading a fictional story book or informative text aloud does not develop an appreciation of the experience. Ask questions as the book is being read - "What do you see on the cover?" "What do you think the book might be about?" "Who is the author or the illustrator?" "Who are the characters?" "Where does the story take place?" Occasionally, you might consider stopping at a special place in the story to have young children predict what might happen next.

Provide Books in a Variety of Settings - Keep books in the car for entertainment. Prepare some favorite books on tape for young children to follow along with the story as you read; they can listen in the car, or using a 'walkman' they can listen anywhere! Buy books for the bathtub or to share by the pool or at the beach. Take a special book about zoo animals to read along at a trip to the zoo, or a book about food to the grocery store.

Bring Books to Life - Consider dressing up as a favorite character or making puppets of all the characters in a favorite story. This gives children the opportunity to "act out" favorite stories and to interact with the dialogue. Reading a story and retelling a story are two distinct skills, and young children are quite capable of retelling a favorite story if given the opportunity to think about the beginning, middle and end, and the main elements of the plot.

Showcase Letters and Words! - Emphasize to young children the fact that letters make up words and words make up sentences that create the stories they are reading. Take the time to point out other words that begin with the same letters as the letters in their name. Let young children tell you the sounds they hear as you read to them the many different words on the printed page. This "phonemic awareness" is the foundation for future success in reading.

Schickedanz (1999) lists several myths that surround literacy development. These are important to consider, as they help us recognize the fact that we have an important role in the child's language development.

Myth #1: Oral language must develop before written language can begin. Although oral language development is essential to good written language development, it is not a prerequisite in the way it was once believed. Oral and written language skills develop simultaneously, with supporting each other.

Myth #2: Children learn oral language naturally, but acquire literacy knowledge through direct instruction. We tend to overestimate the extent to which oral language learning simplyunfolds through maturation, regardless of the social circumstances, while we underestimate the extent to which written language learning can occur in day-today functional contexts, starting long before children receive formal instruction in the classroom.

Myth #3: Children must achieve a certain level of physical and mental readiness before written language learning can occur. Variations in rates of literacy development are due primarily to individual differences in children's learning rates, rather than to differences in children's early literacy experiences.

Children filled out survey forms concerning their after school activities on the previous day (Greaney,1980). Such surveys were completed once before the study began and again at its end. Items referring to voluntary reading were embedded within the lists of activities. The survey asked children to check all the things they did after school and before they ate their dinner, offering them the following choices: (a) played outside, (b) watched TV, (c) read or looked at a book, (d) read or looked at a magazine, (e) played with toys or games, (f) did homework, (g) went to an after schoolactivity (sports, lessons), (h) went somewhere with a grown up,(i) listened to records or tapes, (j) did some arts and crafts. Children were asked to complete the same list indicating how they spent their time after dinner until they went to sleep. After checking off each list, they were asked to go back and circle the onething that they most liked to do. Children were asked to name favorite

book titles, authors, and il-lustrators as indicators of their use of literature.

There are 20 students who joined this research, 8 girls and 12 boys. This research used action classroom, it was divided two cycles. The first cycle was on , the second cycle was on .
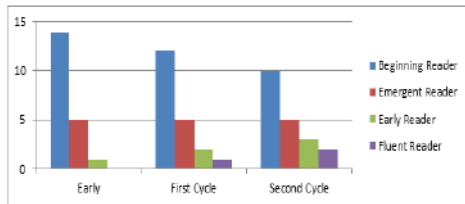
CONCLUSION

Teachers, parents and others have to make commitment to give children meaningful and enjoying activities. Teach them how to get enjoying experience in reading and confident. By seeing, touching, listening, they can explore sensory manipulative experiences. They have their own style of learning and appreciate their own reading development. Giving them rich literacy experiences and make reading habit as enjoy as playing games or television.

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MAPPING CAREER OPPORTUNITIES OF EDUCATORS

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ABSTRACT

Mapping career opportunities educators. This study is aimed to describe the career opportunities of educators through training, promotion and transfer. This study used a qualitative approach with multiple case study design. This design is chosen because researcher want to map out and compare the educators'career opportunities on three High School, namely SMA Negeri 17 Makassar, SMA Islam Athirah Kajaolaliddo and SMA Negeri 1 Makassar. The research instrument is the researcher himself by taking a sample by purposive technique. The subjects were thirty informants. The data collection was done by using interviews, participative observation, and documentation. The data were analyzed constant comparatively with cross cases. The results showed that (1) the career opportunities of educators facilitated by the foundation to provide pre-service training and job training to increase knowledge and skills in teaching; (2) the career opportunities of educators through the promotion and advancement of structural positions implemented in the following aspects: (a) the procedure for promotion and advancement for educators comprise eight phases, (b) criteria for promotion and advancement of educators, among others, have passed pre-service training, linearity, and fulfill credit score and get A score in performance assessment, (c) promotion procedures of structural positions for educators consists of five phases, and (d) the criteria for promotion structurally divided into three main parts, namely the position of school principal , vice-principals, and ancillary tasks; (3) Educators are transferred either between regions and between the office no change financially and responsibility.

Keywords: mapping, career opportunities, educators

Educators (teachers), students, and curriculum are the three main components of education. Out of the three components, educators' factor is rated as the most important factors and strategic because it can influence the students' quality.

Daryanto and Tasrial (2015:74) states that the quality of education is determined by the quality of the teachers. The learning process is fun, exciting, and educate only be done by qualified educators. An indicator of the educator quality is able to maximize career in education.

But so far turned out to the career opportunity of educators have not met the appropriate portion. As perceived by educators in SMA Negeri 17 Makassar, SMA Islam Athirah Kajaolaliddo and SMA Negeri 1 Makassar.

Some of the career opportunities that can support educators profession are: (1) training, (2) promotion and advancement and structural (ancillary tasks), and (3) mutation. Those three part are the primary focus of this study.This study is necessary because if an educator career increases then of course the recognition on institution will also increase as evidenced by enhancement in wages or salary and reward highly influential on job satisfaction.

The tasks and responsibilities of the educators are required to be an agent of change. One way to meet these requirement, namely through training. As stated Filippo (1984:257) as follows.

> Though sometimes neglected in career workshops, the employee needs to know what types of jobs are now and will be available in the immediate future, as well as in the medium and long range. Information should be provided concerning actual duties of the jobs, as well as what is required in the way of training and development. Employees need to know how they become eligible for training, and the selection criteria for those who have completed training. And finally, it is important to know what job lead to other jobs.

In essence, the training can be divided into two, namely the pre-service training and in-service training. Pre-service training is a training that is given to civil servant and non-civil servant with the aim skillful to carry out tasks that will be entrusted to him. Pre-service training is a form of training that aims to improve the quality, expertness, abilities, and skills (Thoha, 2008:40).

The term promotion means increased. Flippo (1984) defines promotion as the transfer from a position to another position which has the status and responsibilities of higher and is usually accompanied by an increasing salary or wages. Furthermore Sikula (1981) looked technically promotion, which is a transfer within the organization from one position to another involving the increase in wages and status.

Promotion is the reward to outstanding educators to greater responsibilities, such as promotion ofa higher position. Promotion in the

form of promotion of civil servants is set on April 1 and October 1 of each year, unless otherwise for some types of promotions that may be specified. There was also a promotion to a structural position (Thoha, 2005: 33).

One of the function of development of educators is to increase efficiency and effectiveness in workplace through transfer. Dessler (2011: 15) mentions transference is a transfer from current job to another, usually without any changes of salary levels. Saydam (2005: 554) bisects the notion of transfer, namely: (a) activity relocate staff from one workplace to the new workplace, and (b) the activities relocate staff from one job to another in the same unit. The term mutation is defined relocate staff from one office to another office, whether the same level of pay or wages or lower than the original (Manullang and Manullang, 2011: 157). While Castallo (1992: 145) considers the term mutation consists of two meanings, namely: (1) changes in the level of "class", and (2) the movement of employees from one term in another area.

METHOD

This study used a qualitative approach with multiple case study design. The study design is chosen because researchers desire to compare and map out the career opportunities of educators on three High School, namely SMA Negeri 17 Makassar,SMA Islam Athirah Kajaolaliddo and SMA Negeri 1 Makassar. The research instrument is the researcher herself by taking a sample with purposive technique. The subjects were thirty informants consisting of excel educators, vice principal of curriculum affair, vice principal of human resources affair, vice principal of public relations (PR), vice principal of students affair, vice principal of facilities and infrastructure, counselors, school principals, head of human resources division, employee of the Education Department's office of Makassar, and supervisors. The data collection were done by using interviews, participative observation, and documentation. Furthermore, the data were analyzed by constant comparative technique of cross-case through three strands, namely: data reduction, data presentation, and drawing conclusions.

FINDING AND DISCUSSION

Based on analysis of cross-case with constant comparative method findings related to the first focus can be presented. Aspects of pre-service training (pelatihan prajabatan) can be explained as follows. First, educators must attend pre-service training (preservice training) when it has passed the selection recruitment.

Educators who pass the selection in government schools have status as the prospective civil servant, while educators who are received in private schools begins with the pre-contract status. Second, the material in pre-service training (preservice training) for educators in the School Self-contained Category is quite diverse, namely: the civil servants responsibility, the State Guidelines, Guidelines the Pancasila (P4), civil servants' discipline, civil administration, the KALLA's value and UMMI method based on Al- Quran.And third, the waiting period of the implementation of the existing pre-service training in a range of weekly and yearly.

Further the aspects of in-service training can be described as follows. First, a variety of in-service training is the realization of the program of the various elements are mutually continuous, they are; the school unit / high school, city deliberation subject teachers (MGMP), city education office(Dispend Kota), province education office (Dispend provinsi), Institutions Education Quality Assurance (LPMP), Ministry of Education and Culture (Kemendikbud), the Human Resources department, and other agencies. Second, the in-service training in the form of professional, technical, personal development, general, and specifically to increase knowledge and skills of educators. Third, shall be attended by educators with the recommendation of the school principal, the instruction of human resources division, as well as a request from the organizers of training.

There are four aspects related to the second focus, namely: (1) procedure of promotion and advancement, (2) criteria for promotion and advancement, (3) procedures structural promotion, and (4) the criteria for promotion structural position. The findings of the fourth aspect are described as follows.8

Aspects of the promotion and advancement for educators in School Self-contained Category (Sekolah Kategori Mandiri) consists of eight procedures. First, the leaders issued a submission letter on behalf of the names of the educator that it was time to propose a promotion. Educators at SMAN 17 and SMAN 1 Makassar formally not get a letter of delivery, but with its own consciousness can know the time of the nomination of promotion based on regulations (Permen PAN dan Birokrasi No. 16 tahun 1999). In contrast to high school educators in Islam Athirah who had obtained a formal submission letter of the head of the HR department of the names was time proposes a promotion. Second, the principal forward the submission letter to the teachers concerned to follow up. Third, educators responded by collecting archival Decree tasks and training certificates. Fourth, compile the List of Proposed Establishment of Credit (Dupak) either independently, employee assistance, or a more experienced colleague. Fifth,

educators complete the file of proposing a promotion with a cover letter from the principal. At this stage it is at the core procedures for promotion and advancement acknowledged by the principal. Sixth, the proposing promotion file assessed by the assessment team credit score. For educators at SMAN 17 and SMAN 1 Makassar held at Makassar education office. While for educators at SMA Islam Athirah Kajaolaliddo is held by the internal management (director and head of the division). Seventh, the submission of names who passed to the authorities in order to be issued promotion Decree (SK). Eight, issued Decree (SK) Promotions for educators SMA 17 and SMA Negeri 1 Makassar Makassar by the local government (rank III / b - IV / a) and the central government (rank IV / b -iv / e). Published Decree (SK) for educators SMA Islam Athirah Kajaolaliddo by the director of the foundation.

Aspects of criteria for promotion and advancement of educators in the School Self-contained Category, include: (1) pass pre-service training. Differences in implementation of the Pre-service for educators of civil servant status with pre-contract lies in the diverse participants, content and duration of implementation. Pre-service training for employees is run for a month with a variety of materials provided to participants from various institutions. While pre-service training for pre-contract in Athirah foundation is run for a week with materials about the KALLA's values and UMMI methods based on Al-Quran (specifically for educators). (2) Linearity, means that educators have educational qualifications in accordance with the subjects taught in schools. Linearity educators in the School Self-contained Category (SKM) is also linked with the educational qualifications possessed, namely Minimum Bachelor (S1). (3) Particularly, or educators in SMAN 17 and SMAN 1 Makassar must meet credit numbers as stipulated in the Regulation of the Minister of Administrative Reform and Bureaucratic Reform (PERMEN PAN dan RB) No. 16 of 2009. (4) Educators at SMA Islam Athirah Kajaolaliddo should get an A in performance assessment. The performance assessment is made up of ten indicators, namely: knowledge / expertise, planning, creativity, communication, leadership, discipline, motivation worship, service orientation, encouragement of achievement, and work in teams.

Procedures aspects of the promotion of structural position can be explained as follows. First, the coordination between the leadership and the principals on behalf of the educators' candidates worthy of being promoted to certain positions. Leaders is meant is the head of the education office of Makassar for educators in SMA Negeri 17 Makassar and educators in SMA Negeri 1 Makassar. While the leadership the SMA Islam Athirah Kajaolaliddo is the head of the HR department. Second, the principal mapping the names of the candidates who are match the criteria. In this section mapping the names of candidates intended for educators who will be promoted to the position of prospective principals, vice principals, homeroom teacher, coordinator of subjects, laboratory head, and the head of the library. Third, for the present the leadership positions in the public schools mandatory through the process of bidding positions. Difference with the process for the educators at SMA Islam Athirah Kajaolaliddo, which should be based on the recommendation from the principal of SMA. The result of this recommendation is followed up by the HR department in promoting the educators for the position of school principal or vice-principal position. Fourth, some of the positions such as: homeroom teacher, subject coordinators, assistant vice principal, head of the laboratory, and the head of the library are appointed directly by the principal due to the prerogative. Fifth, involve subordinates in the election of vice principal in particular in the public schools.

Overall the aspects of the criteria for promotion of structural position for educators in the School Self-contained Category consists of ten parts. But implicitly ten sections include criteria for promotion principals, vice principals and other ancillary tasks. First, to the position of principal at least had ever served as vice principal, has the ability to draw up strategic plan and has passed the selection test (psychological test and interview). Especially for candidates from public schools at least have the education or training as prospective principals. Second, for the post of vice-principal position at least had ever served homeroom, understand the task of vice-principal, disciplined, responsible, and carry out tasks as instructed. Third, for a position as a homeroom, coordinator of subjects, head of the laboratory, and the head of the library at least have a discipline, responsible, carry out duties as instructed, have a good work ethic, social skills, and able to work in teams.

Furthermore associated with the third focus it was found two aspects of the career opportunities of educators through transfer, namely: (a) the basic mutation, and (b) the impact of the mutation. Both aspects will be described as follows.

First, educators including principals were transferred to other schools based on individual requests and policy leaders. In general, educators in term civil servant (PNS) whose transfer on the basis of own requests has several reasons, among others: (a) feel comfort because in proximity with family,

(b) be able to compete globally, (c) opportunities to teach in other schools because teaching staff vacancy on specific subjects, (d) be able to have more diverse activities (not monotonous). In contrast to the educators at SMA Islam Athirah Kajaolaliddo who cannot propose own transfer? Transfer for educators at that school entirely within the authority of the HR division.

While transfer of the principals in Negeri 17 SMA Makassar and SMA Negeri 1 Makassar based on officers' policy, namely the head of city education department Makassar and head division of HR. The school principal also frequently conduct transfer in his school. Every new school year transfer is carried out on homeroom and vice principal by reasons of needs and based on performance.

Second, educators transfer affect inter alia: (a) transfer school principal is still influenced by practical politics so that they have to show loyalty if they desire to maintain its position. In contrast to transfer process of school principals at SMA Islam Athirah Kajaolaliddo is not influenced politically but entirely within the authority of the head of the HR department. However educators at that school at any time to be ready transferred to other units in various regions (Bone district, Bukit Baruga-Makassar, and Kajaolaliddo-Makassar). (b) For educators in SMAN 17 and SMAN 1 Makassar, transfer impact on the fulfillment on personal comfort because it is not separated by a distance so they can gather with family. (c) Opportunities for educators in the School Self-contained Category for developing potential, personal enrichment, and innovate.

People who are competent can be provided in two ways in the organization. First, organizations can select the best ones. Second, people who are in the company can be trained and developed to exert their full potential. Good training and development can be organized in two situations: (1) when work require individuals that have expertise knowledge, or attitudes that are different from the currently owned; and (2) when the progress in the organization requires individuals to have different or new skills, knowledge and attitudes. (Simamora, 2006: 276). Furthermore Simamora (2006: 277) argues that the purpose of training in essence can be grouped into five areas, namely: improve performance, update the expertise of employees in line with advances in technology, reducing the learning time for new employees to be competent in the job, to assist solve operational problems, prepare employees for promotion, to orientate the employees

towards the organization, fulfill the personal growth needs.

For the promotion and advancement of civil servants has been stipulated in Government Regulation No. 3 of 1980 is as follows: (a) Regular promotion is a promotion given to the Civil Servant that meets the requirements prescribed without regard to the current position, (b) Promotion of choice is given to the Civil Servant who assumed office a certain structural or functional positions that have met the requirements specified, (c) a special promotion given to civil servants who demonstrate exceptional performance to the good; new discoveries that benefit the state, and (d) the promotion of devotion is given to civil servants who have reached the retirement age and will end his tenure as civil servants with pension rights (Thoha, 2008: 34).

In general matters taken into consideration for placement in the positions is the assessment of the work performance, expertise, attention (interest), list of ranks, loyalty, experience, reliability, and potentially to be developed. (Thoha, 2008: 37).

There are three systems in employees transfer, namely merit system, seniority system, and the spoil system. First, merit system is based on the scientific, objective, and job performance. Merit system or the career system is a mutation that is good for several reasons, among others: (a) output and productivity will increase, (b) work spirit increase, (c) the amount of the mistake decreased, (d) attendance and discipline employees be better, and (e) the number of accidents will decrease. Second, the seniority system is a transfer that is tenure based and concerned with age, and work experience of the employees. Such mutation system is not objective because skill of the transferred people are not guaranteed be able to assume new post. Third, spoil system is based on familial transfer. Systems such mutation is not good because it is based on considerations like or dislike (Hasibuan, 2012: 103).

CONCLUSION

Based on the description in the results and discussion, it was concluded that (1) the career opportunities of educators is facilitated by the agency to provide pre-service training and in-service training to increase knowledge and teaching skill. (2) Educators career opportunities through promotion and structural positions outlined in the following aspects: (a) procedures for the promotion and advancement of educators includes eight stages. The difference of these stages lies in submitting; formal and non-formal as well as the authorities issued the decree of promotion, (b) criteria for promotion and advancement of educators, which have passed pre-service training,

linearity, fulfil credit score and get an A in performance assessment, (c) promotion procedures of structural positions for educators consists of five stages, and (d) the criteria for promotion structurally divided into three main parts, namely for the position of principals, vice principals and other ancillary tasks. (3) Educators are transferred between regions and between the same office without change financially and responsibility.

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PATTERN OF SCHOOL REFUSAL BEHAVIOR ON STUDENT; BACKGROUND, TRIGGERS, AND TREATMENT

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ABSTRACT

School refusal behavior refers to the avoidance of a child attending school and/or persistent difficulty staying in the classroom throughout the school day. Based on a review of the scientific literature, the purpose of this study are: first, examine the pattern of school refusal from the perspective of psychoanalytic theory; the theory of behavioral and cognitive theory. Recognizing the background, trigger school refusal and intervention strategies. This paper concludes that: first, the school refusal background in psychoanalytic is from separation anxiety and hallucinations, in the cases studied student are frightened to his teacher manifested as though seeing a ghost in classroom and out classrooms. In Cognitive view, the the background of the school refusal i.e.: affected by irrational beliefs of students to the school. In behavioristic theory argues that school refusal as a learned response to specific stimuli associated with the school environment. The triggering factors of the school refusal i.e.: a) the child has anxiety, such as (separation anxiety), b) the fear experienced by children related to academic activities, c) a parent is sick or conflict in the family, d) the intensity of stress while at school in caused because teachers or a friends at school. Interventions for reducing school refusal behavior can vary in strategies i.e.: cognitive restructuring, reframing, exposure (systematic desensitization, in vivo desensitization), differential reinforcement, modeling, and extinction.

Keywords: pattern of behavior, school refusal, triggers, interventions.

At present, the school has become an essential environment that cannot be separated from the child's life because most of the time children spent on activities at the that place. But there are some children who cannot enjoy school activities because of excessive fear feeling (Beidel & Turner 2005). This fear may be caused by less pleasant events associated with teachers, friends, lessons, or even a problem with the family, which makes the child feel uncomfortable to go to school. Unfortunately, not all children are able to express the problem to others and tend to hide his fear itself (Wenar & Kerig, 2005). It makes them do not get help to resolve his problem although on the other hand they are also difficult to find a way to overcome his fears. Quite often children end up refusing to go to school to avoid the things that he feared.

School refusal peaks at ages 5-6 and 14-15, however the mean age falls around 10. Overall, school refusal is equally distributed among gender, socioeconomic status (SES), and intelligence (Kearney & Albano 2000). There are, however, some demographic variables that are associated with specific subtypes of school refusal. For example, children with a low SES tend to be more anxious or fearful of social elements of school (teachers and peers), whereas those from higher SES's are more afraid of evaluative situations such as grades and exams. Further, school refusal with or resulting from separation anxiety seems to be comprised of more females, while school refusal associated with a specific phobia seems dominantly male (King, Ollendick, & Tonge 1995).

School refusal behavior is a psychosocial problem for students characterized by severe emotional distress and anxiety at the prospect of going to school, leading to difficulties in attending school and, in some cases, significant absences from school (Kahn, Nursten, & Carroll, 1981). In addition to severe emotional upset, researchers have differentiated school refusal from truancy in terms of two other features: children who exhibit school refusal behavior remain at home with their parents' knowledge, and they do not exhibit characteristics of conduct disorder (Elliot, 1999; Heyne, King, Tonge, & Cooper, 2001).

Kearney (2007) suggests, or whether school refusal behavior should be distinguished from truancy as a different type of school attendance problem, as Heyne and colleagues (2001) recommend. Although there is no definitive consensus, there seems to be general agreement among a number of scholars in this area that there are different types of "nonattenders" (Elliott, 1999; Heyne et al., 2001). Scholars have described school refusal behavior fairly consistently, with a few exceptions (e.g., Kearney, 2008), as a subtype of nonattender: students who have attendance difficulties resulting from emotional distress. Although there is a lack of consistency in the literature regarding the operationalization of school

refusal, this review will adopt the definition of school refusal as school non-attendance associated with anxiety or distress.

The prevalence of school refusal is similar across socioeconomic groups and gender but is more common between the ages of 5 and 8 and 10 and 15, when children are either starting school or experiencing transitions between schools (Fremont, 2003; Heyne et al., 2001; Last & Strauss, 1990). Children who present with school refusal may meet criteria for multiple internalizing and externalizing behavior problems, including anxiety, depression, phobia, separation anxiety, aggression, temper trantrums, and non-compliance (Egger, Costello, & Angold, 2003; Heyne et al., 2001; Kearney, 2001).

School refusal is a complex problem that has been found to have multiple causes and be maintained by factors across the child's ecology (Thambirahah, Grandison, & De-Hayes, 2008). The onset of school refusal can occur gradually, either with no obvious etiology or as a result of a specific trigger. Stressors implicated in the onset of school refusal behavior include illness, problematic family dynamics, traumatic experiences, and school-related factors (Kearney & Bates, 2005). Individual factors associated with school refusal include personality characteristics, such as introversion, temperament, low self-confidence, and behavioral inhibition (Thambirajah et al., 2008). Family factors include increased rates of panic disorder and agoraphobia in parents of children with school refusal behavior, dysfunctional family interactions (e.g., overdependency, conflict, detachment, and isolation of family members), and poor communication (Bernstein & Borchardt, 1996; Martin, Cabrol, Bouvard, Lepine, & Mouren-Simeoni, 1999). Individual, family, and school context appear to be important to understanding the causes as well as the maintenance of school refusal behavior.

RESULTS AND DISCUSSION
Characteristics Of Students With School Refusal

Anxiety, depression, and physical complaints are frequently associated with school refusal. 1) Anxiety, Students with school refusal often exhibit separation, social/performance, or more generalized anxiety reactions as well as other anxiety disorders. Separation anxiety. Students with separation anxiety, which is most common in younger children, become preoccupied with thoughts of harm befalling a loved one and are overly dependent on parents and other caregivers. They may cry, kick, or run away to avoid

coming to school. Many young children experience separation anxiety in preschool or when starting kindergarten. However, if the behavior continues for weeks or even months, it is more serious and needs to be promptly addressed. 2) Social/performance anxiety. Students with social/performance anxiety worry about what others think, are concerned about how they will be judged, and fear humiliation. They may have intense anticipatory anxiety about giving speeches, taking tests, or participating in sports. 3) Generalized anxiety disorder. Students with generalized anxiety disorder (GAD) have excessive anxiety and worry about any number of situations and events. Their worry and anxiety is over and above

Etiology

The origin of school refusal shows heterogeneity similar to its behavioral presentation. Different factors that may influence the development of school refusal include a genetic predisposition, the home and family environment, the school environment and social pressures, as well as learning theories that emphasize the role of social reinforcement and modeling (King, Ollendick, & Tonge, 1995). It is possible that the four functions of school refusal may have distinct patterns of contributing factors, however this research is only in the early stages (Kearney, 2007).

A genetic predisposition is an inborn vulnerability that would place a child at higher risk for anxiety or emotional disturbances. Essentially, some expression of the genetic code makes these children more susceptible to developing school refusal behavior in response to anxiety or fear provoking situations. This may be seen more dominantly in the first three profiles; avoidance, escape and attention seeking (Kearney & Albano, 2000). Temperament is another genetic factor that has been implicated in school refusal. Emotional reactivity, activity level, mood and adaptability are components of temperament that can influence how we handle difficult situations. Finally, separation anxiety has been shown to have a weak genetic component (Doobay, 2005; Masi, Mucci, & Millepiedi, 2001). This means that if someone in the child's family has difficulties with anxiety, the child may be a greater risk to develop separation anxiety, and in turn more likely to refuse school.

School refusal an overview the perspective of "unconscious" Freud theory

Freud with his psychoanalysis has been the approach in the interpretation of behavior. Freud is a figure of the most widely discussed for the existence of the subconscious or the unconscious. According to Freud, the subconscious full deep thoughts and emotions and sometimes can express in various forms, one of which hallucinations.

Freud said that although the subconscious is a part that missing from sight and its existence is often not realized, instead he is a deep conflict which will affect the behavior of individuals (Freud in Sharon, 2005). Thus Freud's approach is one approach that gives contribution individuals psychic who are often difficult to be understood by naked eye.

On this basis, Freud's approach will be used to analyze one case of school refusal which is based on hallucinations, namely the students fear go to class and school that caused the students as if seeing a ghost. The approach will be one of the foundations in the reading and study of conversation between the counselor and counselee.

One of the concepts developed Freud is about the unconscious. According to Freud, the basic schematic of the individual soul is divided into three parts, namely conscious containing matters is based, natural pre-conscious that contain memory which can be recalled in conscious with little effort, and unconscious into place for the wishes, desires, thoughts, and emotions within the individual that cannot appear in consciousness, either caused of painful or desire. Freud strongly emphasizes the existence of the unconscious because although it is not realized, the unconscious is actually mostly affects individual behavior.

According to Freud, the unconscious material that contains something painful or desire through repression mechanism that is essentially a mechanism that closes minds, attitudes, and memories from conscious. However, as revealed by Freud, "everything that is repressed is unconscious; but we cannot assert that everything unconscious is repressed "(Freud, 1956) which means that it does not always matter which is in repressed the unconscious.

School Refusal Based on behavioral perspective,

Behavioristic theory argues that school refusal as a reaction to a specific stimulus learned related to the school environment. If the stimulus gets reinforcement associated with school refusal, then the behavior will be stronger / survive. According to Walker and Robert (1992: 168) school refusal is a form of behavior that can not adapt to the learning, which is a school refusal behavior maladaptiv with learning, is basically a behavior arising from the stimulus arising from the interaction of the mother and child. Kids who learn that school refusal stimulus acquired while he was at school was not fun when compared to the time he shared with his mother. This behavior is reinforced by reward or reinforcing factors (reinforcement) of mothers' behavior (parenting) is likely to increase if the child does not go to school, and so on then the child develops a school refusal behavior.

At school refusal behavior, anxiety factor originated from low self-reliance among the interaction of parents and children who are too dependent on each other, so that when the parent and child interaction is experiencing a bottleneck, then it can cause anxiety in children in particular. When a child who always wants to be close to her mother can create a variety of reasons to stay at home, and the mother succumb to these reasons, the child will receive reinforcement that is a pleasure to stay at home. If the behavior occurs repeatedly, then the child will learn from the response that each time the child's mother will not go to school for various reasons, his mother would allow. In accordance with the behavioristic theory, in which the mother's behavior unconsciously occur as conditioning the child's behavior. The relationships formed between parents and children were also able to affect the incidence of school refusal behavior in children. One example of the relationship of children and parents are parenting, which can also lead to breaking down the school (school refusal) in children. Inadequate parenting as discipline is lacking, overinvolvement, or neglect of parents can raise or strengthen school refusal in children.

School Refusal Based on Cognitive perspective,

The etiology of school refusal behavior is complexly determined, However, temperament, family influences, and school experiences have allbeen indentified in the etiology of school refusal (King, at all, 1995). In additional stessful live events at home or school frequently occasion the onset of school attendance difficulties. Regardles of the initial cause of school refusal, the anxiety reduction assosiated with avoidance and/ or positive reinforcement recieved for staying at home become poweful motivating conditiaon for the child to continu to refuse togo to school.

The reciprocity beetwen these factors and the child's perception and cognitions must also be emphasized. Clinical evidence suggest that school-refusing children have low self efficacy and engange in anxiety-arousing thought in ambiguous or threatening situations. Parents may fail to work consistenly as ateam in helping their child and or lack the requisite child behavior management skills to ensure that the child return to school (King, at al., 1995).

Trigger of the school refusal

School refusal is often the result of separation anxiety, social anxiety, or performance anxiety (e.g., about speaking in front of others), or anxiety

related to test-taking, athletic competition, or academic difficulties. Students may refuse to attend school to escape from a situation that causes anxiety or to gain attention from a parent or other caregiver. Some students may feel that the school environment is cold and unwelcoming and a place where they experience failure. Consequently, they give up and just stop coming. Some students feel unsafe at school due to bullying or gang activity, and experience emotional difficulties associated with coming to school.

School refusal has been found to occur more often after vacations, weekends, or at the beginning and end of the school year. Events that prompt school refusal include the death of a loved one, a prolonged illness, moving or changing schools, entering kindergarten, and the transition from elementary to middle school. The problem is more severe in older children than younger children.

The cause of school refusal but in general Setzer & Salzhauer (2006) cites four reasons for avoiding school, namely: (1) to avoid the object or situation that is associated with the school that brings distress; (2) to avoid the situations that bring discomfort both in interactions with peers or in academic activities; (3) to seek attention from significant others outside out of the school; and (4) to look for pleasure outside school.

The home environment can be a cause of significant stress, and this stress can result in school refusal behavior. For example, moving to a new house or city may mean changing schools. This can be very difficult on children, especially if they did not want or expect to change. As a result, they may refuse to go to the new school as a way of fighting that change (King, Ollendick, & Tonge, 1995). Family stress can also play a role in school refusal. Illnesses, accidents, operations or deaths within the family can be a cause of acute school refusal, which may develop into chronic refusal if the child gains access to reinforcement from not attending school. Another consideration of the home environment is any marital conflict or parental psychopathology. These issues can lead to school refusal because they cause stress to the child, and also have an impact on parenting practices. Worse still, they can impact the effort and willingness of the parents to find solutions and resources for their child's school refusal. In these situations, it is important to find a therapist who understands how to work with the parents as well as the child (Kearney & Albano, 2000).

Although school factors are more straightforward, there is a substantial number of potential problems. Tests, homework, social pressures, bullying, and public speaking can all be sources of anxiety or fear leading to school refusal. The problem lies in understanding which factor is responsible for the refusal behavior. Bullying, homework, and social pressures can be consistent or daily, whereas tests, presentations and public speaking are less frequent. This is when soliciting the teacher is most helpful, as they can provide a schedule of homework, tests, and presentations while also giving insight into the classroom dynamic. If there is an issue of bullying, there is a good chance the teacher knows about it, or can at least make an educated guess. Using information from both the child and the teacher should be a priority in determining the cause of school refusal (Kearney & Albano, 2000).

The Intervention

Learning theories can also be used to understand the initiation and maintenance of school refusal. Most of these theories focus on the role of reinforcement, however there is also a social learning theory that includes modeling and shaping of behavior (King, Ollendick, & Tonge, 1995). For example, mothers are often seen as a safe place during early childhood development.

Fear can be learned through direct conditioning, vicarious conditioning (modeling), or the transmission of fear messages (King, Ollendick, & Tonge, 1995). A fear of school and school related stimuli can be developed in a child by watching their older siblings or friends display a fear reaction (modeling), or simply by listening to their parents discuss a fearful element of school (transmission of fear messages). While it is possible to develop a strong fear simply by observations or based on accounts of others, it seems that direct conditioning is more likely to be involved in fear-based cases of school refusal (King, Ollendick, & Tonge, 1995). This type of learning includes the child experiencing the feared situation or stimuli his or herself. This experience can lead to the development of a specific phobia, which would propagate the avoidance of that stimulus. If the stimulus is within the school environment, school refusal behavior may follow.

Psychosocial interventions for youth who exhibit school refusal behavior generally fall into one of four categories: behavioral approaches, cognitive-behavioral therapy (CBT), family therapy, and non-behavioral, non-CBT individual therapy. All psychosocial interventions that aim to increase attendance and decrease anxiety in school-age youth who exhibit school refusal behavior will be eligible for inclusion in this review.

Psychosocial interventions for reducing school refusal behavior can vary in format, duration, setting, treatment components, and

intervention targets. The formats can include individual, group, and/or family interventions. Duration can vary from brief interventions (6–8 weeks) to interventions that span across a school semester or school year. Interventions are most commonly delivered in a school or clinic setting. Treatment components can vary as well. Although most school refusal interventions involve CBT, they employ a number of different strategies that vary from program to program. School refusal interventions are generally either child or parent-focused. Master's or doctoral therapists generally deliver school refusal behavior interventions to children individually or in a group setting and to parents in the form of parental skills training.

Children and parents experience significant adverse consequences from school refusal. A child may miss an excessive number of days of school, leading to poor academic performance and disruptions in social and extracurricular activities (King & Bernstein, 2001). School refusal may also negatively affect family and peer relationships (Berg & Nursten, 1996). Long-term problems in social adjustment may also occur, including psychiatric disturbance (Heyne et al., 2001).

Behavioural interventions such as in vivo expo-sure and contingency management have been successfully used in the management of school refusal (Kennedy, 1965; Lazarus et al., 1965; Blagg and Yule, 1984). Reflecting a more contemporary clinical approach, Mansdorf and Lukens (1987) used cognitive-behavioural procedures in the treat-ment of two separation-anxious youngsters exhibiting school refusal. In addition to graduated school return and contingency management, subjective anxiety was successfully reduced through cognitive restructuring. More recently, we proposed a treat-ment model involving child therapy and parent/ teacher training (King et al., 1996). Child therapy entails the use of behavioural and cognitive pro-cedures directly with the youngster. This level of intervention aims to help the child cope with the stressors (e.g. separation from mother, peer bullying and teasing) associated with school return or regular school attendance. However, the involvement of parents and teachers is usually essential for

Table 1: Functional profiles of school refusal. Adapted from "When Children Refuse School: A Cognitive-Behavioral Therapy Approach," by C.A. Kearney and A.M. Albano, 2000, p. 3-5

Functional Profile	Description	Associated Associated	Prescriptive Treatment
Avoidance	To avoid school-related objects or situations that cause general distress/ negative affectivity	Generalized anxiety disorder; specific phobia; panic disorder; emotional disturbance; depression; agoraphobia	Psychoeducation; exposure; systematic, desensitization; self, reinforcement
Escape	To escape aversive social and/or evaluative situations at school	Social phobia; depression; social issues or anxiety; shyness	Psychoeducation; role play; modeling; cognitive therapy; social skills groups
Attention	To receive attention from significant others outside of school	Separation anxiety disorder; oppositional defiant disorder; noncompliance	Parent training; contingency management; differential reinforcement
Rewards	To pursue tangible reinforcement outside of school	Oppositional defiant disorder; conduct disorder; substance abuse	Contingency contracting; response cost

Since the development of the four functional profiles of school refusal, prescriptive treatment plans now exist and are receiving growing empirical support (King, Heyne, Tonge, Gullone, & Ollendick, 2001). Once a functional profile is found to be the primary contributor to the school refusal behavior, the prescriptive treatment plans offer a simplistic program for that functional profile (see table 1). These prescriptive treatments utilize evidence based cognitive and behavioral methods to alleviate the fear or anxiety associated with school, or they attempt to combat the positive reinforcement provided by either attention or tangible rewards. These treatments are designed to provide a heuristic approach, however every treatment program should be tailored to the individual child or family. This section will focus mainly on these treatments provided by Kearney and Albano (2000), followed by a short summary of other treatments which have been used historically.

Profile 1: Avoidance

Treatment for children who refuse school as a method of avoidance of school based stimuli should focus on changing that stimulus so that it no longer produces a feeling of dread, fear, or anxiety. Some elements of this treatment include building an anxiety/avoidance hierarchy of specific stimuli, teaching relaxation skills to help decrease somatic

arousal, and conducting systematic exposure to the desensitize the child to the stimulus.

Anxiety/avoidance hierarchy: An anxiety/avoidance hierarchy is a table that includes space for a situation or object and a place for the child to rate it both in terms of the amount of anxiety it produces and the degree to which they avoid it. To create an anxiety/avoidance hierarchy, the therapist should compile index cards with situations or objects that the child fears or avoids. Once presented to the child, the therapist can ask him or her to rank them in terms of how they feel about that situation or object. Some education may be necessary for the child to understand the anxiety or fear process, but it will have great benefit in both understanding what makes the child refuse school and how to direct treatment. When the child is ready to begin systematic exposure, the therapist can begin with the item that causes the least amount of anxiety and work his or her way up the hierarchy.

Relaxation Training: There are many different methods of relaxation training available. While many of these are well established techniques, a combination of progressive muscle relaxation and deep diaphragm breathing is preferred. Deep diaphragm breathing is achieved by inhaling through the nose and exhaling through the mouth. Progressive muscle relaxation is a technique in which a muscle group is isolated and contracted for five seconds, and then released. You can start with any muscle group, but the process should be linear (e.g. feet to head to hands, hands to head to feet).

Systematic desensitization: Systematic desensitization is the process of gradually introducing a feared stimulus in a small, stepwise fashion. A stimulus is presented to the child in imaginal form, often just the thought of the stimulus in the beginning stages. The child is instructed to raise his or her hand once the level of anxiety becomes excessive. As treatment continues, more realistic representations of the stimulus are introduced as the child learns to cope with them. Once the child is comfortable with any imaginal representation of the stimulus, it is possible to introduce *in vivo*, or real life desensitization, in which the child is placed in the context of that stimulus. Rather than listening to or viewing descriptions of the stimulus, the child and therapist role play the situation. The process continues in the same stepwise fashion, slowly increasing the realism of the stimulus until the child no longer experiences anxiety in the presence of that stimulus. Because this is such a delicate process, it is important to begin it only after teaching relaxation and coping strategies, as well as reviewing the anxiety and avoidance hierarchy, beginning desensitization with the lowest stimuli.

Profile 2: Escape

Children who refuse school to escape situations in which they are being evaluated (e.g. oral reports, public speaking, taking a test) often feel extensive amounts of anxiety in these situations, so much that it makes them unbearable. Treatment for these children should identify any negative cognitions or thoughts they may have, teaching coping mechanisms to change those thoughts, and gradually exposing them to the anxiety producing situations.

Identifying negative thoughts: Depending on the age of the child, a STOP program can be useful in determining what negative thoughts occur and in what situations. STOP is a acronym with four components: S- am I feeling Scared?, T-what am I Thinking?, O- Other helpful thoughts, and P- Praise for using this model and Plan for next time. If a child is younger, simply imagining a stop sign can be helpful in decreasing anxiety. Once any negative thoughts are identified, they can be labeled and targeted.

Challenging and changing negative thoughts: Once the negative thoughts are identified, the therapist and child or adolescent must work together to change them. One commonly used strategy is to ask questions that can help refute negative and anxiety provoking thoughts. These questions can include challenging the likelihood of the feared situation, questioning if the person actually knows what others are thinking, or determining the most realistic consequence or outcome of a situation. It will be important to practice a variety of these types of questions, as they apply to different situations.

Behavioral exposure (role playing): Exposure is a process of imagining a stressful situation and acting it out with another person. For treatment of school refusal, the therapist and the child or adolescent will decide upon a situation that produces anxiety. It is best to start with mild situations and gradually progress into more feared situations. During these role plays, the therapist should help the child practice the STOP techniques to cope with any anxiety they may be feeling. By going through a variety of these anxiety producing situations, the therapist can help the child understand his or her own negative thoughts, and develop a way to cope with or challenge them. The overall goal of these sessions is that once confronted in the real world, the child will still possess the coping strategies and be better suited to handle the situation.

Profile 3: Attention

Children who refuse school for attention often exhibit noncompliance and disruptive behaviors, clinging, tantrums, refusing to move, and guilt inducing behavior. Treatment for these children differs from the previous two profiles in that it is focused on parent education and training, as opposed to child-focused strategies. Namely, prescriptive treatment for these individuals involves restructuring parent commands, establishing routines, and setting up punishments and rewards for school attendance.

Changing parent commands: In some cases of school refusal, the child who is seeking attention is extremely adept at negotiations, and is often able to change rules and guidelines set by parents. This treatment component focuses on eliminating these negotiations by providing parents with simple and specific commands. For most cases, a list is made of commands issued by the parents that are commonly refused by the child. This list is then expanded on to include when the command should be carried through, reducing the command to its simplistic form, and ensuring that nothing will interfere with that command. Parents are also trained to deliver the request in command form, as opposed to a question, and eliminate criticism and excessive speaking. This kind of training will establish the requests as commands that need to be followed, and not optional chores that can be negotiated. This component is combined with effective consequences and rewards described below.

Establishing routines: Having a routing makes a child's day more predictable, which can limit behavioral outbursts. In establishing routines, parents are asked to make a detailed schedule of the day (every 10 minutes) that they spend with their child. It is common that there is no regular schedule, and in this case a general outline can still be beneficial. From this, the parents and therapist work to create a basic routine for all activities. The morning routine is most relevant to going to school, and as such should be the primary focus, however it will be of benefit to have regular routines for all parts of the day to limit non-compliance. Having a more rigid schedule can promote a smooth transition to school. Once a routine is set and the child is used to it, consequences can be instated for deviation from the routine.

Setting up punishments and rewards: This treatment begins with the parents listing what disciplinary actions and rewards have been used in the past, and how successful they were. Then, with the help of the therapist, appropriate consequences and rewards are selected. After this, another list of negative and positive behaviors is made, and these behaviors are ranked in order of severity. Then the parents and therapist match punishments and rewards to the negative and positive behaviors, respectively. Because this child is assumedly refusing school for attention, it is helpful to include ignoring negative behavior and praising positive behavior as consequences. Attention should be paid to what consequences seem to work, but a special emphasis should be directed to the consistency with which the consequences are applied.

Profile 4: Rewards

Children and adolescents who refuse school to pursue tangible reinforcement outside of school are often secretive about their refusals, and may demonstrate behaviors such as aggression, running away, disruptive behavior, and substance use. Again, like the child refusing school for attention, treatment in this area is focused on immediate and relevant family members. The goal of this treatment is to improve problem solving within the family through contingency contracting.

Contingency contracting: The first step in contingency contracting is setting up a specific time and place to negotiate problems. This will help prevent arguments and disputes from erupting at undesirable times. Setting time aside also shows a commitment to problem solving and a desire to improve communication within the family. The next component involves clearly defining the problem behavior and related influences from both the parents and the child's perspective.

These perspectives will often be very different, and will require a compromise for everyone to agree on the behavior. After the target behavior has been clearly defined, a contract should be developed that is satisfactory to both parents and child. This contract will include rewards and punishments for how the child follows through with the behavior. Each contract should be considered final, but there can be a progression of contracts throughout therapy, each with more complex behaviors and consequences. It is generally best to start simple and small to ensure that every party is willing to participate in the treatment. Once the contract is designed, every member of the family should read and be familiar with it before they sign it. It is important that any disagreement regarding the contract be addressed prior to implementation. Once signed, each family member should be given a copy, and a master copy should be placed somewhere where the family can see it. As therapy progresses, new contracts will be continuously made, to the point that the child or adolescent is able to attend school with little encouragement and family members are able to communicate and problem-solve any issues that may arise.

CONCLUTION

First, the school refusal background in psychoanalytic is from separation anxiety and hallucinations, in the cases studied student are frightened to his teacher manifested as though seeing a ghost in classroom and out classrooms. In Cognitive view, the the background of the school refusal i.e.: affected by irrational beliefs of students to the school. In behavioristic theory argues that school refusal as a learned response to specific stimuli associated with the school environment. The triggering factors of the school refusal i.e.: a) the child has anxiety, such as (separation anxiety), b) the fear experienced by children related to academic activities, c) a parent is sick or conflict in the family, d) the intensity of stress while at school in caused because teachers or a friends at school. Interventions for reducing school refusal behavior can vary in strategies i.e.: cognitive restructuring, reframing, exposure (systematic desensitization, in vivo desensitization), differential reinforcement, modeling, and extinction.

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ACTIVE LEARNING TO IMPROVE THE CREATIVE AND INNOVATIVE THINKING SKILLS

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ABSTRACT

The results of the PISA test, students' achievement in mathematics in Indonesia for the last 3 years (2009 & 2012) for class IX / X SMP / SMA / SMK is no significant change. This indication appears from the analysis issued by the authorities turned out to be no Indonesian students who have a high order thinking skills (reaching level 4 s.d. 6). While the state of Singapore, Hongkong, China, Japan, Korea, who have put his position at level 6. The results are an indicator that Indonesian students have not coined higher level thinking skills to solve every problem. Indonesian students may only be able to explain verbally without any creativity to discover and explore through a variety of discovery and elaboration of the ability to think.

Keywords: thinking skills, active learning, effective learning

The low skills of Indonesian students in such cases are not the fault of the students alone, but the effect of the teachers' learning activities in class. This condition indicates that the learning activities undertaken by teachers is not to trigger and stimulate students to improve their ability to be more creative and innovative in solving any problems encountered. The study results of the Department of Human Development, Community, and Culture, Bapenas, Republic of Indonesia (2016) concluded that "Increased academic qualification and certification of new teachers to improve the welfare of teachers have been not succeeded in improving the quality of learning" (Sardjoko, 2016). This means that the government's efforts to improve the quality of education at all levels through various programs in short term, medium term, long term for the last 10 years, since the regulatory of teacher and lecturer in 2005, has not real effect on improving the qualifications of teachers through teacher certification program. The study shows that the certification made by the government to date, the only positive influence on improving the welfare of teachers but it is not impact on improving the quality of teachers.

Take notice of the reviews on these research results we must feel sad, because the size of the budget allocation has been paid to improve the quality of education is not a significant impact. Whereas the main purpose of the certification is to improve the quality of teacher competence and the expected impact on improving the quality of education. Another benefit of the certification of teachers is for oversight and quality assurance of education personnel in order to develop competency, career development of teachers with the best quality. Through the teacher certification programs can indirectly reduce of major issues facing formal education as follow: (1) the public opinion is that the national test scores as if describes the learning achievement as a whole, (2) the learning model that tends to separate the subject matter or between one competence with the competence, (3) the learning process is not centered on the learner, (4) the learning process has not been able to encourage the creativity of learners, (5) lack of resources to support learning provided, (6) many teachers have not been trained properly implement active learning, (7) the ability of the basic knowledge of students in basic education is still weak .

DISCUSSION
Active Learning Problems

The emergence of these problems, along with the low quality of student achievement produced by institutions of formal education especially in primary and secondary education level, considered as a result of an academic climate is not conducive. The implications of the decline in the quality of student achievement give impact on the readiness of the graduates at these levels for acting independently.

Initially, the root of the problem suspected causing decline in the quality of the student learning outcomes due to the lack of study time required to increase the absorption of students. On that basis, to spur the absorption of many schools ranging from elementary school to middle school to modify the learning hours, which adds to the learning hours between 8-15 hours per week. The result research on excellent primary schools implementing additional study hours about 10

hours / week, the result did not show significant difference compared to student achievement before being given extra study hours (Padmanthara and Efendi, 1999). Even the latest issues (2016) related to the addition of hours of study in the school introduced a discourse of the full day school (FDS). Likewise, the arrangement of the curriculum that is constantly changing with the reasons for responding to the demands of society and the development of knowledge and technology. Whatever the efforts made, considering the results of these studies suggest that the improvement of limited quantity and partial only, without accompanied by improved quality in the other learning instruments, the outcome was still not in line with expectations.

The results of the mapping are successfully analyzed by Bappenas (2016) from studies of the performance of teachers linked to student learning outcomes, it turns out the learning paradigm used by teachers is more dominant Expository learning approach and not a discovery learning approach. but Expository learning approach is not able to cultivate the imagination, initiative, creative thinking and analytical skills of students in the classroom. "Teaching is not only about mastering the subject matters, but It is also about how to deliver the subject matters".

Active learning since some time ago continue to be expressed, in fact, it still be the right instrument to raise the quality of student learning outcomes, with a record articulated in practice truly meet the rules right. Rakajoni quoting McKeachie (1983), suggests there are seven dimensions that characterize teachers implement instructional grading how the active learning: (1) the participation of student in setting learning objectives, (2) the pressure on the affective aspects of teaching, (3) the students' participation in the implementation of learning, especially the form of interaction between students, (4) reception teacher to deeds and contributions of students who are less relevant even totally wrong, (5) cohesive class as a group, (6) the freedom of the opportunity given to students to take important decisions in the life of the school, (7) the amount of time that is used to help students, whether related to the lesson or not (Efendi ed., 2009).

It's no secret, if we are sharing a checklist to be filled in order to obtain a description about instructional strategy of teachers do, then the answer they will declare that they have carried out active learning, although in practice it is often never appear. Because teachers are more pleased with the pattern itself. They are generally still struggling with ways of

conventional system, and tend to turn off the creative potential of students. This problem has been rooted in the nature of our schools and have formed attitudes of teachers to be very conservative, as a result of teacher beliefs seem difficult to be changed, if we will change, it takes a long time (Tangyong, 1989). In addition, the Master is still difficult to move and act seriously in preparing lessons based on the premise of good learning (Drost, 1998).

Departing from these problems, Susilo Bambang Yudhoyono when he was serving as president of the Republic of Indonesia has requested the Minister of National Education to transform teaching and learning methodology applied by teacher. Because the pattern of students' applied learning teacher at the time considered not encourage creative and innovative make difficult bring creativity and spirit of independence of students. According to the President, the methods of teaching and learning of the students performed since kindergarten, elementary school, high school rated shows that the teachers are active, while the students are no active. The learning process are judged to be able to develop innovation and creativity and independence (Kompas, October 30, 2009). From this next effect makes students less creative and innovative..

To overcome these problems, one of which is necessary to apply active learning approach. Through these efforts, we are trying to create a new image of the educational unit performing as a school that is able to make the learners are creative and innovative, and able to grow and develop spirit of self independence as the desired character of the nation together.

The application of active learning approach supporting the implementation of school-based management, have a legal basis which is derived from Act No. 20 of 2003 on National Education System. Legislation is further elaborated in Government Regulation No. 19/2005 on National Education Standards. The application of active learning, mean teachers students construct knowledge by way of formulating ideas or ideas into phrases and ideas developed through the reactions and responses of others (Bouton & Garth, 1983; Alavi, 1994). In other words, learning is not only active but also interactive. Learning processes that enable are more oriented towards the students (learner-centered orientation). Reciprocal interactions not only occur between students and teachers, but also occurs among students (transactional). The pattern of this interaction will further develop the social processes is higher, so it will be increasingly nurture the soul courage to express opinions, views, thoughts, feelings and in turn will foster cooperation or collaboration (Belen, 2008)

The teacher-student's interaction in active learning inspires education experts and learning to deliver a wide range of modeling work in innovative learning. Judging from the forms, a lot of learning models are commonly used as a strategy in education and training. In essence, the entire model presented as an active learning is the learning activities building an interactive, inspiring, fun, challenging, motivating students to actively participate and provide sufficient space growth initiative, creativity, and independence in accordance with interests, talents, and physical development and psychological of student.

So, ideally, learning patterns that must be built by the teacher should be oriented to active learning. The assumption, through an active learning approach will occur the transfer pattern centered learning teacher (teacher-centered approach) to the pattern of student-centered learning (student-centered approach) (Setyasari, 2009). Skill of Thinking in this context will be increased to the level of complex thinking skills. Complex level thinking skills is the kind of thinking requires understanding the fundamental (basic thinking) and has characteristics: demanding a variety of possible answers, assessment of people participating, and the placement of the meaning of a situation. Type of complex thinking includes critical thinking, creative thinking, and problem solving. Therefore, passive learning will not be able to encourage learners to achieve complex thinking skills.

Here are some examples of patterns of learning that can improve the skills of students to think creatively and innovatively.

Developing the ability to think creatively and innovatively in solving problems: make a list of attributes of the object / situation, generate ideas that vary (smoothness), produces different ideas (versatility), generating unique ideas (original), generate detailed ideas, synthesize reports.

The development of creative and innovative thinking abilities through evaluative learning skills can be done through: identifying common problems, clarifying problems, formulating the right questions, formulate alternative solutions, choosing the best solution, implementing the solution, the solution monitors the receipt, draw conclusions.

Developing the ability of creative and innovative thinking through learning skills deductive can be done through: distinguish between facts and opinions, assess the credibility of the source, observe and assess reports of observation, identifying issues and major problems, understand the assumptions

underlying, detect bias-stereotyped and clichéd, familiar language too much, judging hypotheses, to classify the data, predict the consequences, to demonstrate the synthesis sequence information, plan alternative strategies, identify unconsistent information, identify the uttered reasons and which are not, to compare the similarities and differences, assess arguments.

Developing the ability of creative and innovative thinking through learning skills inductive can be done through: using logic, finding contradictory statements, analyze the syllogism, solve the problem of spatial (space), determine cause and effect, to analyze open problems, using reason by analogy, making tentative conclusions (inference), determining the relevant information, to understand the relationships of information, problem solving lived ("insight").

Consider that every student has the talent, intelligence and interests, as well as learning difficulties are different, and then. The teacher in the learning process should also pay attention and provide appropriate intervention to different individual characteristics.

The Professional Teachers

In relation to the development of students' abilities, implicitly Law 20 of 2003 has provided an opportunity for teachers to create conditions that enable so that students can learn and do in the context of cognitive learning and emphasizes the everyday environment (social context). This means that the creativity of teachers to develop themes relevant learning local conditions and situations becomes a very important part. Learning in schools progressively inspired by Piaget, embracing a curriculum and methodology that orientation in children, as well as individual learning where children can work in accordance with the level of ability and speed respectively.

In this way, the child is expected to be able to develop independence (autonomy), self-discipline in planning the learning agenda, and can determine their own selection of the many options available. Child-centered learning is ultimately also spawned a topic or theme-based learning, which emphasizes the integration of aspects of different curriculum.

Along with this, the implementation of innovative active learning and self-development as a base figure of students requires professional teachers who are able to do something with the high expertise or skills. Today, professionalism in carrying out the work has become public demands. Because people want to get the service of increasing quality for better results. To the end, every profession should be able to adjust to the demands of society in order not abandoned.

The professionalism of teachers is characterized by the mastery of competencies as

defined in Regulation No. 19/2005 on National Education Standards and Regulation No. 14/2005 on Teachers and Lecturers. There are at least four components of the competence that must be possessed by the teacher in performing his professional duties, among others: pedagogical competence, professional competence, social competence and personal competence (Kamdi & Suparno, 2009). The qualified teachers are able to innovate learning, ranging from designing, implementing, and evaluating learning to accurately match the needs of learners (Burden & Byrd, 1999).

A number of studies provide evidence that teachers' qualification and certification aimed at creating teacher learner with the spirit Pancasila, has a global prowess and futuristic, can follow and develop science and technology, which is based on cultural values and nationalism, as well as provide benefits to mankind. Therefore, teacher education revolution should begin with the development and implementation of a comprehensive system of teacher education from begin recruitment, education process and continuous coaching post of teacher education; as a form of recognition of the competence of teachers to impact student learning acceleration. Teacher certification as an effort to improve the quality of education in Inonesia, the results of the study Bappenas (2016) showed that the certification has been only a positive effect on improving the welfare of teachers, but It have not an impact on improving the quality of teachers. Even in the record Bapenas (2016) the issue of conditions of teachers still leaves problems, the number recorded in the records of government data 24.3% of them do not meet the academic qualifications, and 47.4% are not yet have a teaching certificate (Sardjoko, 2016). ✍

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EVALUATION OF EDUCATION MANAGEMENT OF MA AZ-ZAHRI TLANAKAN PAMEKASAN

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ABSTRACT

The basic concept of Education Management is the occurrence of an activity or series in the form of business process management cooperation group of people who are members of educational organizations, to achieve the education that has been set in advance, to be effective and efficient. In addition, the important elements cover aspects Evaluation of Student Management, Infrastructure, and Management Promotion and relations with the Community School. This study aims to evaluate the three managements of education in MA Az-Zahri Tlanakan Pamekasan. This research is a descriptive study that aims to describe the phenomenon and evaluation of educational management. The approach used is a case study. This research is a case study because the focus of this study is to answer the question "Evaluation of the implementation of Student Management, Infrastructure, and Management of School Promotion with the society in MA Az-Zahri". This research was conducted in MA Az-Zahri, which is addressed at Teja street, Tlanakan Pamekasan. The results of this study indicates that MA Az-Zahri is one of the largest Private High School which has many students in pamekasan area. Nevertheless in the administration of education management is still far from perfection. Therefore, it needs the arrangement of Education Management which has an Effective and efficient. Based on these results, suggestions are submitted to the Student Program, Infrastructure program and Public Relations program in order to understand and execute the powers and responsibilities in accordance with its role to improve the quality of Education Management of MA Az-Zahri. These findings may be a reference in increasing of school education management, which has an effective and efficient.

Keywords: evaluation of education management, effective and efficient

MA private school is like as an institution or organization. As an institution or organization, schools carry out a particular mission and vision is to do the process of education, socialization process, and the transformation process of the students, in order to deliver the students is ready for their education at the next level, Senior High School. Because of this mission, then schools can be categorized as an agency or educational institution. As an institution or an educational institution, the high school organizes various educational activities for students and involves many components, so that the activity or component in elementary school requires good management in order to achieve institutional objectives upper secondary school.

Throughout the development of the education management theory, there are two theoretical models as a very useful approach in setting a good school, as proposed by Hoy and Ferguson (1985), the goal model and system model. The first is the model of interest, also called approach-goal attainment. The model was based on the traditional view of an organization's effectiveness. In the traditional view of the organization said to be effective when it reaches its intended purpose (Sergiovanni, 1987), so that the measurement through how to see operational objectives have

been achieved from the organization (Daft & Steers, 1986).

The success of an institution to run the programs that have been planned or organized needs to be supported by an effective leader. remember that leadership is the driving force for the resources owned by the institution. Therefore, the leadership is referred to as an organic function in the management process. Related to the leadership of the following was stated: (1) the definition of leadership; (2) the type of leadership; and (3) the requirements to be an effective leader.

leadership can be defined as the whole process is to influence, encourage, persuade, move, and guide others in the work process in order to think, act, and act in accordance with the applicable rules in order to achieve the goals set. The essence of leadership is that person's activities to mobilize others, so others were pleased to carry out his duties.

In order to obtain a simple overview of the leadership, you need to distribute these with practical experience, ever felt in the life of the group. A person's leadership process may appear as an attempt to influence others to act in accordance with what he wanted. Let's look at the environment of MA Az-Zahri Tlanakan Pamekasan, the principal tried to affect the entire board of teachers, homeroom, students program, publicist program, curriculum program and the school janitor. So that

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they would perform their duties in order to achieve the goals set. In addition Oversight is one thing that is important from a management function. The function absolutely must be done in any organization or institution. Incompetence or negligence perform these functions greatly influence the achievement of the goals of the institution.

The greater of MA Az-Zahri, the more people involved components or facilities used. In order to achieve the goals effectively and efficiently, of course, all those who were involved and the facilities need to be utilized in such a way for the success of education at the school. Utilization process all components of the school, it is called with the school management activities.

Successful management of education through the learning process is influenced by many factors, one of which is the availability of educational facilities were adequate with optimal utilization and management. Educational facilities is one of the important resources and foremost in supporting teaching and learning in schools, for it is necessary to improve the utilization and management, so that the desired objectives can be achieved.

Why study was conducted using the development of management education in MA Az-Zahri Tlanakan Pamekasan as its object? Observation and experience in the field from year to year shows that today there are still many schools that do not apply in high school education management professionally.

Based on the above, the evaluation of educational management in MA Az-Zahri Tlanakan Pamekasan consisting of: student management, infrastructure management, and relationship management with public schools that we think are very important to investigate. because the process of education management in MA Az-Zahri Tlanakan Pamekasan has not run in accordance with the program outlined. Among them in implementing effective education management and efficient.

METHOD

The approach in this study is a qualitative research. In this study the issues raised are activities related to the management of education in MA Az Zahri consisting of: student management, infrastructure management, financial management, and relationship management with public schools conducted by the school district MA Az-Zahri Tlanakan Pamekasan.

Focus to be studied is related to (1) Management of the student; (2) Management of school infrastructure; (3) Management of

School promotion to society. For that approach is deemed suitable for use in this study is a qualitative approach.

The approach used to remember some things that characterize qualitative research. Feature is meant as disclosed Moleong (1994), that the distinguishing features with other types of research are: (1) rooted in the natural background or context as a whole; (2) human as a research tool; (3) using qualitative methods; (4) using inductive data analysis; (5) require more guidance towards the preparation of substantive theory derived from the data; (6) are more descriptive; (7) is more concerned with process than results; (8) limiting the study to a focus; (9) the specific criteria for the validity of the data; (10) design is temporary, and (11) the results of research agreements between researchers and informants.

The data collection was conducted by research observation, interview and documentation techniques. First, In observation, the researchers conducted observations with models of active participation observation. Namely researchers directly involved in school activities in the sense sit at a table together with teachers and involve themselves in any of their activities. Researchers are sometimes also help teachers and school in solving their problems while continuously observing the behavior of teachers during activities relating to management education. second is interview, interview is a conversation with a specific purpose which is carried by the two parties, namely the interview give interviewees questions and providing answers to the questions. Interviews conducted to obtain data and information relating to the knowledge, experience, opinions, feelings, background. In-depth interviews to key informants in this case the teacher is active in management education is the principal of MA Az-Zahri Tlanakan Pamekasan. Third is documentation, To complement the data obtained through observation and interviews the researchers used the documentation. Documents can support the activities undertaken and related observations With the problems examined.

FINDING AND DISCUSSION
Students management

In interviews with the vice principal of student program (MA Az Zahri), in planning learners at the school conducted a number of considerations in the selection of these activities. First, with regard to the activities of the selected student. Second, the possibility of the activities carried out in terms of effort, cost and infrastructure are owned by the school. Third, with regard to the time available. Fourth, regarding the inhibiting factors to achieve it.

According to the student program, those considerations need to be done, so that what is planned is actually achieved and achieved their target. Thus, the activities programmed absolutely realistic and it may take place.

Based on studies in the high school student documents Az-zahri In interviews with the vice principal of student program (MA Az-Zahri), and the observations of researchers at the location, the school in planning the budget, equalization aspect is also highly considered. According to the statement Arifin lest, there are activities that did not get the budget, while the other puts on a budget. Except if the activity does not need a budget. Arifin said Inequality in formulating the budget can be justified, as long as remain stationed in the corridor or on the scale of priorities and activities deliberately seeded by the school, and have obtained the agreement of the component, the school committee and other stake holders. In interviews with the vice principal of student (MA Az-Zahri), After the budget allocated budgetary resources also need to be established. Budgetary resources, to schools MA have been clear, is derived from the regular budget, the development budget, Education Support Fund (DPP) School Operational Assistance (BOS), school / school boards / assemblies Madrasah and other donations.

The operational policies of admission of new students, contains rules regarding the number of students who can be accepted in a school. Determination of the number of students, would also be based on the realities that exist in the schools (school conditional factor). The conditional factors include: the capacity of the new class, criteria for students who can be accepted, the available budget, the existing infrastructure and facilities, available staff, the number of students who studied in the first grade, and so on

The operational policies of admission of students, also includes the registration system and the selection or screening that will be applied to learners. Additionally, admissions policies learners, also contains the time of registration, when they begin and end. Furthermore, the policy of admission of learners should also include on-personnels who will be involved in the registration, selection and admission of students.

The Management of School Facilities and Infrastructure

Based on observations of researchers, at this school there are several alternative ways of procurement of school facilities and infrastructure. Some alternative ways of procurement for the following ways: purchase, manufacture their own, receiving grants or assistance, lease, exchange and repair.

Based on the statement of Mr. M.Masruhin as a vice principal of infrastructure: The purchases are a way of fulfilling the needs of facilities and infrastructure that we did. Purchases made if the budget is available, such as the purchase of tables, chairs, benches, cabinets, chalkboards, wirelles, and so forth. Procurement of facilities and infrastructure by way of this purchase is one of the dominant way to do this adult school.

According to Mr. Masruhin, in addition to purchasing also be making its own: "Creation itself is a way of fulfilling the needs of facilities and infrastructure in our schools by making its own that are usually performed by teachers, students, or employees. Elections in this way should consider the level of effectiveness and its efficiency when compared to the way the procurement for the purchase. Making itself is usually done on the educational facilities that are simple and inexpensive, for example props made by a teacher or pupil. Most of the teachers here have made their own props for learning ".

The maintenance of School Infrastructure and facilities

Based on information from Mr. Hanafi is the head of MA Az-Zahri, the purpose of Interest maintenance of infrastructure are: a) to optimize the life of the equipment; b) ensures the operational readiness of equipment to support the smooth running of the work in order to obtain optimal results; c) ensure the availability of the necessary equipment through checks routinely and regularly; d) ensure the safety of those who use these tools.

While the benefits of maintenance of facilities in our school are a) the time of facilities will be durable which means no need to hold a replacement in a short time; b) repair costs can be reduced to a minimum; c) will be controlled so as to avoid losing; d) more unsightly and seen, Gives a good job and more leverage.

Based on the observations of researchers, continuous care (regular, routine) is done at this school are a) cleaning of drainage channels of debris and dirt; b) cleaning of the rooms and the yard of debris and dirt; c) cleaning the glass, windows, chairs, tables, cabinets, etc; d) the clearing of grass and shrubs irregularly; e) cleaning and watering bathroom / wc to maintain health.

While regular treatment always done include a) repair or painting walls and other building components that already looks dull; b) repairing furniture (wardrobes, chairs, tables, etc.); c) tile repair damaged / broken which caused leaks; d) plaster coating on the walls were cracked or

chipped; e) cleaning and drying the floor, the lobby page or exposed to rain / water stagnant.

School Promotion Management to the Society

Based on data from interviews with principals of MA Az-Zahri, the Board of teachers and look directly at the field school activities Things to look for people that are willing to rally support and contribute to the schools is an issue that will be used. Therefore, the selection of the right issue will affect their attention and support to the school. Schools need to have a keen sensitivity in capturing the issues that exist in the community to be appointed as the issue of education in order to raise public support for education in schools.

As what has been said by Ahmad Farchan To further ensure the effectiveness of promotional activities of the school, it is done by a particular team that is responsible for the implementation of promotional activities of the school. Therefore, in the school of MA Az-Zahri in the organizational structure of the school is no vice-principal / department / unit that manages the school with public relations activities. This promotion should be carried out continuously by using a variety of media that exist among the people and the community concern

Based on data from interviews and direct view activity on school grounds, In order to enable parents, community leaders, school committees and stakeholders, one of the strategies that can be taken outside agencies such formal school committee is attracting the attention of the public through education quality produced by the teaching staff. That is an intimate relationship with the community begins to promote and demonstrate the quality of education that assures them, this can be addressed through product quality graduates. For it is said by Mr. Ahmad Faisol, S.Pd vice principal public relations, to do the following steps:

"Work culture should be initiated by the leadership to further develop a working environment (working environment) that is conducive to giving birth willingness to behave and act professionally by all citizens of the school. Discipline. All citizens of school discipline is one reflection / indicators of work culture in the school. Discipline will not be created automatically, but is formed through a process. In addition to note what and how the monitoring process is done and who is given the responsibility for monitoring the progress. What is certain monitoring student progress must be made and communicated to external customers and internal school ".

The role of the head of school to get support from the public

Based on direct observation of researchers, and on the terms of the statement of Suwarto as a foundation supervisor that many efforts have been taken by the head of MA Az-Zahri, namely: (1) to know yourself Strength, Weaknesess, Opportunities, Threats (SWOT), (2) trying to have credibility, Acceptability, Morality, and Integrity, (3) study the principles of leadership, (4) applies the principles of leadership, and (5) learning from feedback.

Based on observations of the researcher, the head of MA Az Zahri has characteristics of leadership as follows a) has a strong vision of the future of his school, and he encouraged all staff to realize the vision; b) has high expectations on student achievement and staff performance; c) diligently observe teachers in the classroom and to provide feedback in order to solve problems and improve learning; d) encourage the use time efficiently; e) monitor student performance individually and collectively.

According to the results of interviews with the headmaster (Mr. Hanafi) Working in teams, including cooperation with the community to provide benefits, such as a) the job becomes lighter because it is done together; b) can lead to motivation of togetherness; c) more effective and efficient than done individually.

Based on the observations of researchers, in order to improve teamwork, the headmaster of MA Az-Zahri often hold group supervision. Mechanical supervision of groups is one way to implement supervision programs aimed at two or more people. Teachers are expected, according to the analysis of the needs, problems or needs or weaknesses that are grouped or pooled into one / together. Then they are given supervision services in accordance with the problems or needs that they face.

FINDING AND DISCUSSION

Based on the findings in the previous chapter, we will do a discussion of each of the following findings:

Student Management at the high school of MA Az Zahri does some considerations in the selection of these activities. First, with regard to the activities of the selected student, second, the possibility of the activities carried out in terms of effort, cost and infrastructure are owned by the school. Third, with regard to the time available. Fourth, regarding the inhibiting factors to achieve it.

There are several steps that must be taken in the Student Management in planning learners. Such measures include: forecasts (forecasting), formulation of objectives (objective), policies

(policy), programming (programming), outlined the steps (procedure), scheduling (schedule) and financing (bugetting).

Educational Facilities and Infrastructure Management. Some alternative ways of procurement of facilities and infrastructure in MA Az-Zahri Tlanakan Pamekasan conducted by: the purchase, manufacture their own, receiving grants or assistance, lease, exchange and repair. Repair is a way of fulfillment of school facilities and infrastructure are relatively often we do, both with one unit improvement of facilities and infrastructure as well as with the exchange of the instruments and finally one or several units of facilities and infrastructure can be operated or used again.

The purpose of maintenance. Thats are a) to optimize the life of the equipment. This is very important especially when viewed from the aspect of cost, because to buy a piece of equipment would be much more expensive when compared to taking care of part of the equipment; b) to ensure the operational readiness of equipment to support the smooth running of the work in order to obtain optimal results; c) to ensure the availability of the necessary equipment through routine checks and regular; d) to ensure the safety of people or students who use these tools.

The Benefit of Maintenance, thats are a) if the equipment is well maintained, its age will be preserved, which means no need to hold a replacement in a short time; b) maintenance of a good result in infrequent significant damage repair costs can be reduced to a minimum; c) with the proper care, it will be controlled so avoid losing; d) with the proper maintenance, it is unsightly and seen; e) maintenance of good results good job.

CONCLUSION

Based On the basis of the discussion of the results of the study can be drawn some conclusions as follows. Planning learners in school of MA Az-Zahri do some considerations in the selection of these activities. First, with regard to the activities of the selected student. Second, the possibility of the activities carried out in terms of effort, cost and infrastructure are owned by the school. Third, with regard to the time available. Fourth, regarding the inhibiting factors to achieve it.

Some alternative ways of procurement of facilities and infrastructure in school of MA Az-Zahri conducted by: the purchase, manufacture their own, receiving grants or assistance, lease, exchange and repair. Repair is a way of fulfillment of school facilities and infrastructure are relatively often we do, both with one unit

improvement of facilities and infrastructure as well as with the exchange of the instruments and finally one or several units of facilities and infrastructure can be operated or used again.

Preventive care infrastructure was also performed in school of MA Az-Zahri, the treatment was performed at specified intervals and implementation is done routinely with some predetermined criteria. The goal is to prevent or reduce the likelihood of facilities and infrastructures are not working normally and help the infrastructure can be activated in accordance with its function.

Preparation of revenue and expenditure planning in MA Az-Zahri carried out in accordance with the applicable rules. Financial planning program emphasizes analysis of activities according to the vision, mission, purpose school, specify the source and amount of the budget, and determine the amount of budget for each activity performed within one year.

Promotion Process School Community of MA Az-Zahri shooting went well according to the procedure that had been programmed. To further ensure the effectiveness of promotional activities of the school, it is done by a particular team responsible for the implementation of promotional activities of the school.

The role of the principal in high school Mobilising Community Support MA Az Zahri is very important. The school principal has been able to demonstrate its ability to develop the potential of schools, teachers, and students to achieve maximum performance. The principal's leadership to implement effective and can improve school performance by demonstrating its ability to manage the school.

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CHARACTER DEVELOPMENT MODEL-BASED LEARNING ICT SMP PADANG CITY STATE

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ABSTRACT

This research is motivated by the policy towards learning the character in the implementation of the national education system and the provision of curriculum enactment in 2013 which put pressure on the junior-oriented learning in ICT for all subjects. Samples used in this research is purposive sampling, with a sample of teachers who teach in grade VIII of SMP 1 Padang, Padang SMP Negeri 2, and SMPN 8 Padang, special teaching for five subjects, namely Indonesian, Mathematics, English , science and social studies. Data collection techniques used were observation, interview and documentation study. From the research, conducted by researchers discovered that the character has not been effective ICT-based learning. This is due in teacher learning is still often give priority to the cognitive aspects, so that the values of the characters that must be invested not in place. As efforts, researchers characterized the development of the ICT-based learning model that is based on scientific learning

Keywords: character learning model, ICT based learning

The change of the learning system in force in the curriculum in 2013, which led to the application of the learning system oriented character formation of students has been a beacon of hope for the continuing development of the Indonesian nation. This is due to an expectation that the learning of character capable of tackling the problem of moral decadence that occurred in the younger generation. Even deeper, learning policy has become a formula in order to create the figure of generation plenary able to raise the dignity of the nation.

Problems of moral decadence younger generation is not something that should be kept secret anymore. At least, every day from various news media constantly exhibited immoral acts committed by children and adolescents, such as; brawl between schools, vandalism by students, free sex behavior, theft, robbery and porn video case that turns out 90% of perpetrators and the manufacturer are children and adolescents. This condition is more pronounced, when the problem of HIV / AIDS is a frightening object for society, precisely the fact that based on data from the Directorate General of Health community that one-third of AIDS patients are young people whose future is still quite long. Many people tried to respond and seek to provide a solution, but in the end all the answers focused on one aspect of that criticism of the education system. Education is necessary to pay more attention to the level of emotional and moral development of their students. This is considering the implementation of education has been more impressed highlight aspects of cognition with emotion and ignore the moral aspects of learners.

Basically, the implementation of education at the school is a formal process of acculturation, or the process of acculturation. The process of acculturation is not merely cultural transmission and cultural adoption, but also a cultural change. As we know, education leads to a variety of changes in the field of socio-cultural, economic, political, and religious. But at the same time, education is also a tool for cultural conservation, transmission, adoption, and cultural preservation. To that end, the success lies entirely on the character education implementation in schools through the application of learning that upholds the hope to realize the character generation.

Character education should be given to the learners well. In this case, teachers practice in school education are expected to conduct learning activities that attract more attention and easy to understand learners and conduct regular evaluation of all components that include values in character education. As the opinion Koesoema Doni (2010: 205) that describes the values of character education includes religious values, moral values, common values, and the values of citizenship. To that end, the development of character values in learning, developed in an atmosphere of learning, as usual, through the process of integrating the learning materials that contain the element of character values such as Pancasila and Citizenship Education (PPKn) and Religious Education.

Implementation of character education in the classroom learning in each educational institution is bound to meet obstacles and challenges. Various obstacles will be overcome respective educational institutions in a way that is not the same. Even between one class with another class in the school

is not necessarily the same in implementing the curriculum of characters that are still new. Especially at the level of secondary school (SMP), one of the obstacles that will be experienced teachers is to determine the character-based learning model information and communication technologies (hereinafter ICT). Recalling the 2013 curriculum policy has determined the application of ICT-based teaching character education for junior high (Public Test Materials Curriculum 2013 Kemendikbud, Slide-24).

Needed an effort to face the obstacles that will arise in the application of ICT-based learning in junior high character for teachers. Moreover, if the review of aspects of the learning ability of teachers for these have a tendency not dare try to innovate the application of learning models, it would be problematic starting point for teachers in implementing ICT-based learning character. This condition is also further complicated by lack of specific guidance in character-based learning implementation of ICT for teachers in junior high.

Unavailability of specific guidelines of ICT-based teaching practices characterized for teachers of SMP is an indication yet as effective implementationcorrelated curriculum, 2013 in junior high school. So far, guidance provided is the Implementation Guide Character Education in Junior Year 2010 new elaborate on the importance of the implementation of character education in junior high school and have not touched on the specifications of ICT-based learning character in accordance with the curriculum policy in 2013.

In the document Free Character Education at Junior Kemdiknas (2011: 43) explained that the application of learning in junior high character refers to the principles of contextual learning (Contextual Teaching and Learning). However, in practice certainly requires a mature strategy formation that pencapian character values can be delivered with an integrated in ICT-based learning. As Koesoema Doni (2010: 177) explains that an important prerequisite success of character education is the formation of teachers. Then planting values in character education can be implanted by a junior high school teachers through ICT-based learning model character. Where, learning activities that reflect the character education should be planned carefully with based on the use of ICT as a learning orientation lest ICT media are used instructional materials became unable to support the planting of character values desired. In connection with that, it would need to be formulated learning model that can accommodate the application of ICT-based learning that reflects the character of the planting of character values.

METHODS

This study was designed to assess the need for an ICT-based learning model character as a reference or guidance in instilling the values of character that is integrated in all subjects for group A in the curriculum, 2013 in SMP. This research will be developed ICT-based learning model character in accordance with the conditions of students in junior Padang. The study sample was SMPN 1 Padang, Padang and SMP Negeri 2 SMP Negeri 8 Padang. To build the model required in-depth study of the components involved in the lesson, including syllabi, lesson plans and learning evaluation. The study also involving the parties involved in order to develop learning model is meant as experts, teachers or educators and learners. Therefore, this study was designed using the research approach or the development of research and development (R & D). According Sukmadinata (2005: 167) R & D methods have an idea combines three methods of mutual support for the birth of a model that is a preliminary study, evaluative at this stage of the process of testing the model and experimental at this stage of testing the efficacy of the model.

Sugiyono (2009: 407) states that Research and Development is a research method that is used to produce a specific product and test the effectiveness of the product. The same thing also expressed by Borg and Gall (2003: 772) that is the development of research-oriented research to develop and validate the products are used in education. In the development of ICT-based learning model character, the research carried out with the intention of linking theory or existing policies with reality (practice) field and then developed into a better direction to be a learning model. Where, in this study learners and teachers are invited to apply the learning activities based on the application of ICT-based learning concept to integrate with the planting of character values and attempts to practice these values in their daily lives.

The method used in this research is qualitative methods, with a view to finding widely and deeply about the application of ICT-based learning model character in junior Padang. With qualitative research, researchers will see firsthand about the application of ICT-based learning in junior high characterless city of Padang implemented, the researchers will obtain the necessary data in order to develop ICT-based learning model character. In addition, qualitative research also emphasizes the descriptive aspect is based on observation, interview and documentation described by all the factors that were observed and

studied on an object that is associated with the quality of the character of ICT-based learning model in the Junior Padang. As revealed by Satori and Aan Komariah THIS NOTE (2009: 22) that qualitative research is research that emphasizes the quality or the most important of the nature of the goods / services.

RESULTS AND DISCUSSION

Observations and interviews directed to two aspects: 1) aspect of the implementation of ICT-based learning character; and 2) the aspect of availability of learning tools and learning resources ICT-based learning support character. For the aspects of the implementation of ICT-based learning focused on the character of learning strategy, the efforts of teachers in instilling the values of character, integrating the lessons and values of character, the problems faced in implementing the learning and learning media are utilized. While aspects of the availability of learning support and learning resources focused on supporting school activities teaching character, facilities that support the ICT-based learning, the availability of writings Reflectingcharacters and places of worship. From observations and interviews found the following results:

Findings of the Character-Based Learning Implementation of ICT

In observational research, teaching teachers doing character class always begins with a greeting and invites students to say "Bismillahirrohmanirrohim". Habits often happens in the classroom is not a lot of students who answered greetings from teachers and as well as when the teacher invites students to say "Bismillah" before starting the study. However, it was not all teachers do this, the tendency is precisely the majority of teachers are only enough to say hello, even some teachers who do not say hello. These conditions were confirmed by investigators to interview teachers, whereby when investigators questioned about "how teachers begin learning to watch the 2nd and the next hour?". The questions, most answered by the teacher by asking readiness of students to continue learning and some teachers who responded by asking the health of students. Only a small proportion of teachers who responded to start learning to say "Bismillah" together.

As teachers do perception by asking questions to the students about the last week of learning materials and an explanation from the teacher to the material, it was found that not the slightest teachers emphasize integration character values on the material that has been

learned last week it was. The same condition is also displayed by all teachers in delivering learning materials to be studied, where teachers only explain such material without any mention of character values are imparted to learners. According to the teachers through interviews that the emphasis of character values still delivered to all of the material, especially in science subjects, social studies and Indonesian, but things are different for the subjects of English and Mathematics. Submission of character values that are integrated with learning materials for teaching English and Mathematics can only be done on a certain material, such as for teaching English material on "Greetings (Greetings / Acknowledgements / expression request)" to display images about someone who helped grandmother to cross the street and see a sick friend, or for material "shooping List", whereas the values of characters that can be integrated with the material in the subjects of Mathematics as in the case of the embedded character values such as honesty, discipline, rigor And Responsibility.

The efforts of teachers to instill character values to learners, from the observation of researchers found in three new school is that the efforts of teachers by instilling the values of discipline, awareness among fellow, responsibility for the cleanliness of class and honesty in making task by the teacher. This is consistent with the results of the interview, where teachers explain the discipline of learners in the learning followed by not doing noisier during learning, and provide assistance to another friend in distress.

In terms of implementation of learning strategies from the observation the researchers found that the learning activities conducted between teachers together learners by presenting questions about the information submitted by teachers teaching to the students, and then interspersed with explanations. The learning activities like this almost all the teachers implement the third junior to all subjects. This is consistent with the results of interviews with all teachers, but the learning activities is constrained by active learners. The results of the observations the researchers looked at the persistence of the learners indifferent and unconcerned with the teacher, there is even a play. This condition is also emphasized in interviews with teachers that active learners in learning to be a problem, but it is different with interviews and observations by teachers at SMP Negeri 8 Padang. From the observation of learning activities in SMP Negeri 8 Padang really alive, the students are very enthusiastic and passion in answering questions of teachers, even students dared to explain the learning materials in the classroom, because the teacher as a facilitator continues to provide opportunities to students who

were never active in order to be active, as described by the subject teachers IPS that "if there are children who never answer and ask then we will tell him to ask, and if necessary explain", as well as with teachers teaching science "if necessary, we asked who never ask and answer". Thus, it is understood that the problems faced by teachers in ICT-based learning in junior high character is a matter of active learners. For utilization of instructional media, researchers conducted observations on the implementation of teacher learning is generated that most teachers use more of the board, because it needs sufficient learning materials presented by the board, as described by teachers in an interview with investigators.From the foregoing, it can be concluded that the implementation of ICT-based learning in junior high characterless city of Padang has not been fully able to increase the passion and motivation of learners as expected. Emphasis cognitive remained the main core of teachers in implementing ICT-based learning character, even the orientation of ICT in learning is not yet vital needs of teachers in presenting learning material information.

Findings of the Study and Supporting Devices Learning Resources

In observation of researchers, found that support the successful implementation of ICT-based learning character derived from the infrastructure and facilities, learning activities in schools and the teacher teaching and learning resources on each SMP provides a very good impression. At SMPN 1 and SMPN 8 Padang Padang, learning activities in schools began with the reading asamul husna by all learners and study and pray, as defined by each waka curriculum in an interview with investigators. The same condition also occurs in SMP Negeri 2 Padang, where before the start of the first hour of learning the students are invited to pray together.

For the aspects of infrastructure such as classrooms soundproof and availability projector (infocus) for each class, especially in SMP Negeri 1 SMP Negeri 8 Padang and Padang is very good. Almost all the rooms with soundproof conditions and normal lighting, almost all locally available infocus. However, in SMP Negeri 2 Padang condition of classrooms in the observations researchers have been unable to support the learning of ICT-based character due to the condition of each class that have not provided infocus and soundproofed.

In his observations, the researchers also found writings that reflect the values of the characters on the learner's third junior high school. Posts hung on along the verandah of the teachers / principals and learners' learning space. From the observations of researchers, there is even a paper written by three languages (Arabic, English and Indonesia) as contained in SMP Negeri 8 Padang. In each SMP that we studied, it also provides space worship / prayer room and added more honesty canteen, where every student must take food that has been provided by the school and put the payment under the price of food which has been determined in a a city / box that has been provided in addition to the food place.

Planting of character values by the school, is not merely a theory but in practice, the school also provides a means of open learning space for students to study together with classmates or sister levels as contained in SMP Negeri 8 Padang. It shows how the schools to instill the values of togetherness, caring and kinship.

It can be concluded that the teaching and learning resources that support successful learning character-based ICT in each junior high school was very good, but when examined findings on the implementation aspect of learning character-based ICT gives the impression that all the facilities of infrastructure has not been optimally utilized by teachers and learners. As far as researchers have observed, the implementation of ICT-based learning in junior high characterless city of Padang is really effective is implemented in SMP Negeri 8 Padang.

Character Development Model-Based Learning ICT

Based on the research findings can be described that character of ICT-based learning in the city of Padang SMP has not been able to form the character of the students. Learning focused on achieving success whilst only cognitive psychomotor and affective domain has not been reached. In fact, in the implementation of active learners learning problems become the problems that hinder the success of learners, although there is one junior high school student participants' level of activity in learning quite well. For that, is necessary to develop learning model character to overcome any weaknesses. At least in the perspective of the researcher, there are four things that should be a concern of researchers in developing the character of ICT-based learning model in the Junior Kota Padang, namely:

a. Active learners
b. Achievement of competence psychomotor learners
c. The achievement of affective competencies learners

d. Oriented ICT as a learning ground character.

Basically, the general principle is prioritizing ICT-based learning principles of interesting, stimulating, challenging, effective and efficient and stimulating. Even the level of communication between teachers and students is optimal, if ICT really into learning basic character. However, in the observations of researchers, the main core to be able to overcome the four problems above boils down to active learners. To that end, based on the initial discussions of researchers agree on the character development of ICT-based learning model, the researchers chose scientific learning model with the addition of the element of cooperation (cooperative) and competition / competition among learners. The point is that learning is presented by teachers who only acts as a facilitator and motivator with learners who collectively understand the lessons and values of the characters contained therein. The cooperation process occurs only at the stage of observation.

The process of learning is done by way of competition / rivalry is where the teacher made a competition to students who want to actively ask, answer or explain further active learners who dare will be given an additional appreciation of the value for the success of the learning process. As an initial concept, each liveliness has a level of appreciation that is different, an example of active asked appreciated the checklist or one star and for the liveliness answer and explain appreciated 2 checklist or 2 stars, where a checklist or a star is worth the extra value of 5 for the success of learners that own. It is intended that each active learners not to be in vain for him. However, to make it more effective ICT-based learning character then the teacher should remain direct answers and explanations learners, so that only the answers and explanations which leads truth that can be appreciated by the teachers in the form of value addition. Moreover, teachers should continue to provide opportunities for learners who are less active.

The addition of the elements of cooperation and competition is expected to grow a high motivation in self-learners to engage in learning, not only to master the cognitive but also in achieving psychomotor abilities even affective, for each active learners both in the area of cognitive or psychomotor or affective be rewarded with adding the value of learning. The process also, it should not be in the spirit of the psychological pressure of students but establishes a personal conscious of itself and its future. However, learning model

has been formulated researchers must also be strengthened by the idea or ideas of the teachers as a form of contributions to the development of ICT-based learning model character.

The following description of the development model characterized by ICT-based learning:
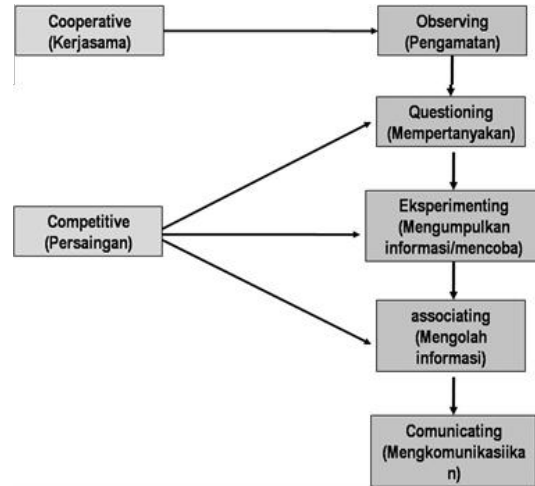
The learning model is developed to realize characterlessICT-based learning concept is to combine some of the elements contained in the medium of learning, namely: the material as a major part of learning, as well as the values of the characters, and the use of ICT itself in the development of instructional media. Media is packaged in such a way with regard practicality in use, as well as aesthetic value attractive layout and the most important is the charge of material relevance serves. The idea of character development of instructional media produced in the form of products shown in the following figure.

The idea of character development of instructional media produced in the form of products shown in the following figure.

Figure 1. Cover page   Figure 2. Media Home Page

Figure 3. Page Content   Figure 4. Page Character

The formulation of ICT-Based Learning Activity Character in SMP

1. Observations.

Learners are directed to observe a real object, through a medium of learning. Activity observed priority meaningfulness learning process (meaningfull learning) for it should be done jointly, and it is expected that learners can share an understanding of what has been observed. This method has certain advantages, is students who do not understand can be understood and learners who understand the more familiar. In its activities, the teacher must first form a group of observers, who will observe the real object together and will share the understanding of fellow members of the group led by the chairman of the group. In this case the focus of attention from the teacher to evaluate the attitudes of cooperation among learners in one group.

2. Ask

The second activity is asked. Before the process begins to ask, each learner will be given the opportunity to seek a question from the object that has been observed. Questions are presented for all learners in the class led by a teacher. This is done so that every student has a chance to answer. During the activity ask, teachers remain analyze questions and answers learners to remain focused appropriate learning objectives expected. Next, the teacher will provide additional clarification or reinforcement of the answer if deemed correct. By giving students the opportunity to ask or answer expected to foster an atmosphere that is intimate and fun learning. In asking the question to be a quality question. Quality question will produce quality answers.

3. Trying or Gathering Information

Try activities or gather information into the third activity after asking. In this activity, students are given the opportunity to try out or gather information about the core learning material they are learning and character values contained in the material. Every trial and described the information gathered in the classroom and will remain appreciated by teachers as a form of competition into active learners. In this case, the teacher still guiding explanation learners to not run away from tourist destinations is expected, so the only explanation is true that would be appreciated. This condition will develop affective, psychomotor and cognitive learners to associate the material with character values contained therein.

4. Information Processing

The processing of information in a manner invites students to bring an idea or opinion about the classification of information in accordance with the material that has been discussed and character values that have been understood. This activity can be done in groups or individually and still appreciated teacher for every opinion emerging from learners. This activity can also be done by the teacher presenting media objects that can be responded by the students of the object.

5. Communicate

This activity is strengthening against what students learn, teachers provide opportunities for learners to ask for a response to the information that has been He grouped to friends and teachers. This measure gives an advantage to students in developing self-confidence and seriousness in learning. By communicating the results of the experiment and its associates have carried learners in learning will strengthen students' mastery of subject matter that has been presented in the study.

CONCLUSION

Based on the findings in the first year have been describedabove it can be concluded that the implementation of learning character-based ICT in SMP city of Padang in order of value investment character of the students have not been implemented as expected, because the teachers have not been able to achieve success for all three domains learning (affective, psychomotor and cognitive) are only focused on the success of cognitive domains only. The model will be developed by the researchers is scientific learning model that will be developed with the addition of elements of cooperation and competition.

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PRINCIPAL VISIONARY LEADERSHIP IN ORGANIZATIONAL CULTURE

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ABSTRACT

This study aims to determine whether the principal visionary leadership in organization culture. Leadership is the power of aspirational,creative and moral force that is able to influence the members to change the organization culture attitude. The strength and excellence of the properties of the leader is ultimately a psychological stimulus that can cause a collective reaction of subordinates. Next will come obedience, loyalty, cooperation, and respect of the members of the group to Leader. Leaders must know exactly what you want to achieve (the vision), visionary leaders deeply understand how important it is to engage all stakeholders in organizaition to realize the vision of the future. Implementation of the visionary leader must have competence to carry out a number of missions to achieve their vision, and then the leader must have the characteristics and the role for future more advanced

Keywords : visionary leadership,principal,organizational culture

The dynamics of culture and nature of organizational culture should be built, how much more to support the implementation of regional autonomy, is the ability to grow the mental models that have the emotional strength to motivate the principal leaders of achievement and individual involvement in the success of the vision he had. In addition to the formal requirements such as quality of a person's integrity leaders are characterized by having the quality of faith and piety (IMTAQ), mastery of Science and Technology as well as skills and excellent physical qualities, has a great energy and was able to redirect that energy underling. Energy emerges from a strong personal conviction, motivate the organization and continuous change.

In organizations, a leader has taken effect. Not only to lead, a leader should be an example and driving the lead. A person can be said to be a visionary leader in producing educational productive, if during the performance of his responsibilities as a leader able to manage the process of education is constantly creating innovations with the resources available have managed to create the appropriate output to the vision and useful become competent human resources in line with expectations or desire of users of educational services, where the results can create graduates who have the benefit of the people who do it in the form of abilities, skills that are relevant to the lives and can help themselves and their families life, able to create social benefits as a result of understanding all graduates to create life quality and proper environmental.

According Kantabura (2010) that corresponds with the vision necessary creative leader, is responsible for making the vision. The steps; First, communicate and promote a vision for harmonize the order to support the system, including the system of recruiting and teamwork. Second, empower people to act consistently with the new vision and helps commitment maintain Third, helping motivate all stakeholders to work towards the desired vision or inspiring. Effective leaders motivate by setting goals.

According to Robins (1998) visionary leadership is the ability to create and articulate a vision that is realistic, credible and attractive about the future of the organization or organizational unit, trustworthy continue to grow and increase compared to today. This vision has a clear and encouraging, which offers an innovative way to improve, which recognizes and is based on tradition and related to measures that could be taken weeks to realize the changes.

Where the need for principals to implement visional. School principals leadership plays an important role, and is decisive in achieving organizational objectives previously set. A school head may not be able to work alone. School principals need the other organizations that are driven such that given dedication and contributions to the organization. Such devotion can be realized by working in an efficient, effective, and productive so that the objectives and vision of the school is reached. Principal leadership is so strong impact on the performance of the organization so rational when adversity education one of them caused the performance leadership of principals who do not adjust to the change and does not make education

strategies that are adaptive to change. Because the principal is an educational leader who has a great responsibility in the organization of education in the school.

Principals characteristics should be able to push the performance of teachers by demonstrating a friendly, close and full consideration of the teachers, both individually and as a group. Because the principal as a facilitator for the development of education. The school principal as the executor of a task laden with hope and renewal. So principals are required to have an idea that continues to grow, especially in the strategy of improving the quality of schools. Because the noble ideals of our educational indirectly also handed over his responsibilities to the principal.

Visionary of Leadership Principal in Organizational Culture

There are three terms that is a leader, lead and leadership. Leaders are people who can influence others, so that people who are affected will support the goals of the group. The leader is guiding, implementing, and directing. A visionary leader able to anticipate all the incidents that may arise, to manage the future, and encourage others to act in ways appropriate.

According Rosmiati (2009) leadership is a donation from someone in the situations of cooperation. Leadership and group are the two things that cannot be separated from each other. There is no group in the absence of leadership, and leadership otherwise exist only in situations group interaction. One cannot be said to be a leader if he is outside the group, he must be in a group in which he played a leadership role and activities.

Therefore, put the leadership position to unite art and science of individuals and groups in order to follow the orders of a leader in an educational organization. Became leader orders collective of institutions that have a certain size and targeting accordingly. According to Maxwell (2008) mentions that the key of success productive leadership, namely: first, the influence. Ability to influence. Medium vision is a picture of what might happen, an ideal lodging for individuals or organizations who are not satisfied with what is already there (Komariah, 2008).

Leadership with vision or can be called visionary leadership, made up of two words, namely leadership and visionary leadership is influence others and build innovations directly in the organization. Namely visionary ideas that attempted to describe something based into the future and a show of strength to survive when setbacks or failures (Bennis, 1985). According

Harefa (2010) visionary is a deep dissatisfaction regarding the factual reality of today coupled with a sharp view on the possibility of creating a new reality in the future, which is fundamentally better.

According to Hofstede (2010) cultural organization is an arrangement of collective thinking that distinguishes the members of an organization to another. According to Mansor and Muhammad (2010) organizational culture is a complex set of beliefs, assumptions, values and symbols that are used in determining the way in which the organization manages. Organizational culture can be an instrument and a major competitive advantage, when the organizational culture can support the strategy of an organization, and was able to answer and address the environmental challenges accurately and quickly.

As a leader seen as capable of influencing and motivating positive to its employees through the authority and position; ability to maintain, organizational culture and create order, order for its employees. Visionary leadership orientation will appear on the attitudes and behavior of leaders who understand the vision, mission and strategy of the organization, personal integrative and proactive, love and engage in change and always update the information by networking widely.

According Yulk (2010) argued that the ability to perform actions strategic leader relies on historical factor organization (organizational culture) that is affected by changes in the external environment (technology development), strategy development and increased consistency between strategic organizational structure, culture and human resources. An organizational culture serves as social glue not only the discourse but must be implemented in a concrete way for the creation of life together in an organization.

Cultural issues are one thing that is essential for an organization, because it will always be associated with the institution. Organizational culture is one tool that can unite intercourse between leaders and their employees, that with the culture will make employees feel themselves part of the organization. According Khan (2012) stated organizational culture has a positive and significant impact on the performance of employees, and it is getting stronger culture of the organization, the higher the performance of employees.

According to Robins (1998) examines the impact of organizational behavior to individual, group and structure have on behavior within organizations for the purpose of applying knowledge to improve organizational effectiveness. Behavior in the organization comes from two sources, namely; individuals and groups. Group behavior and interpersonal influence also provide power for the performance of the organization. As environmental change institute intensifies,

creativity and innovation has become a major activity and routine for the organization.

Specific characteristics Visionary of Leadership Principal

There are some opinions from experts about the characteristics possessed by visionary leaders. According Sashkin (1998) mentions a visionary leader has three characteristics, namely: (1) thinking into the future, (2) establish and describe vision clearly and develop methods to achieve this vision, (3) engage with others in seeking support for vision.

In line with Nanus (1992) asserts visionary leaders is an effective leader who has among other characteristics; (1) always has a plan, (2) oriented full on results, (3) adopt new visions that challenge, needed, and can be reached, (4) communicating the vision, (5) influencing others for support, (6) eager utilize resources to realize the vision.

According to Singh (2012) the characteristics of the best leaders are: empowering, knowledgeable, inspirational, visionary, confident, assertive and helpful. Characteristics of "bad" leaders are: manipulative, selfish, dishonest, unapproachable, condescending. According to Bennis (1995) that the leaders work to manage. The leader's ability to create a vision and translate into reality the so-called visionary leadership is an interesting target, resulting in the commitment of all the personnel to make it happen.

Further according Zamroni (2011) organizational culture or the culture of the school that has four characteristics, namely: (1) culture is a special school, because each school has a history, communication patterns, systems and procedures, vision and mission statements; (2) the school culture is essentially stable and usually slow to change, school culture will change when there is a threat of crisis from another school; (3) school culture generally has a history that is implicit and not explicit; and (4) the school culture appears as a representative symbol of the underlying beliefs and values of the school. Knowledge and courtesy of the personnel of the school / madrasah which is accompanied by the ability to gain the trust of anyone, who would give a convincing impression for others. This dimension requires teachers, staff and school heads skilled, professional, and well trained in playing its role to meet the demands and needs of students, parents, and community.

Culture positive of visionary leadership will create an atmosphere conducive to the achievement of the vision and mission of the school, and vice versa negative culture will make achieving the vision and mission of the school / madrasah run into many obstacles. Visionary leadership culture is a good example willingness to appreciate the work of teachers and employees. Seriousness in carrying out duties and responsibilities, the motivation to continue to excel, commitment and dedication to his responsibilities. According to Lee and Kim (2013) visionary leadership culture to inspire, reflect the positive values, and encourages commitment to the organization in the future. The approach focuses on the growth of the visionary leaders of schools where flexibility and continuous improvement is a major aspect for the success of the school.

Visionary leader is a leader learning to act as a problem solver, provider of resources, and a spokesman with the many roles in managing the school's vision that will move towards a better future. The school principal visionary who led with a powerful vision did not feel afraid of stating this is something that I believe; this is something that can be perfected by the school.

Vision is the driving force that guides, directs and facilitates achievement. The qualities of a visionary principals, other than he was able to see and take advantage of opportunities in the future, he also has the leadership principle. Therefore, an education unit must have principals who possess extensive knowledge and competence to be able to formulate and bring the school in accordance with what is envisaged. Vision must be stated clearly.

Vision definition should use simple language, it means easily understood and implemented by all parties, as well as instructive. That is the vision set forth encourage all schools to realize component. A good vision for the school is a reasonable, tangible, and not too difficult to achieve, as well as meaningful for everyone.

According to the Beach (1993) describes the vision of the ideal future, implying that current organizational culture memory and the activity or change. Vision is an ideal future, may be the retention of the cultural and organizational activities ongoing or can be in the form of change. According to Thomas (2011), although very varied vision, a vision statement that inspires and motivates have certain characteristics as follows.

1. Brief; vision statement is not made in sentence length, but in brief, easy to read and understand, and can often be communicated.
2. Clarity; vision must be clear, does not contain a different interpretation of the reader. A clear vision statement may affect the acceptance and understanding of those who receive.
3. Abstraction; vision is not operational goals that can only be pursued and achieved in a short time, but the ideal expression of the ideals of the

organization that accommodates the progress of the organization.

4. Challenges; a good vision statement formulated by challenging the ability of personnel. Personnel who are challenged may indicate optimal performance and establish a sense of confidence,

5. The future orientation, the vision is the future. The future vision is the quality of all aspects of the organization.

6. Stability; vision statement is not easy to change because he can accommodate the change, interests, and desires of the organization in a relatively long period of time so that changes that occur outside the organization do not make threats to the organization's vision.

Preferably, vision should be favored Hidayah (2016) Characteristics of visionary leadership is divided into seven, namely;

1. Insightful Visionary (future oriented) and able to deal with the future. Insight into future oriented as the visionary leader is always led by the vision of the entire life cycle of the organization he leads. Vision serve as a pointer signs that have the power to inspire action and help shape the future.

2. Strategic thinker and planner. As a strategic thinker, they must have the ability to formulate a clear vision, inspiring and evocative. As a strategic planner, a visionary leader to plan ahead to make the best step. Planning meant creating a strategic plan of action with specific strategies in mind.

3. Innovative and daring to take risks. Leaders are specifically noted to change old mental maps, and the ability to think out of the box. They have the ability to think quickly when solving problems because their thinking is widespread and systematic, look at the big picture, the whole system, and they then make strategic innovative ready to risk to achieve their vision.

4. Imaginative. Visionary leaders are able to make the mental leap that takes what have now become what could or should be.

5. Optimistic and Enthusiastic. Visionary leaders working on the premise that this is the best time to live, that the world is full of opportunities and that most of it was possible. It has a strong flavor, has a lot of control and confidence that success, especially to me.

6. Employee empowerment. Visionary leaders see each other as a valuable asset that must be considered and develop their professionalism through education and training.

7. The best communicators. Visionary leaders have the ability to articulate clearly to all stakeholders at the big picture and focus on organizational objectives. Visionary leaders through effective communication with employees and the public both verbal and nonverbal means building a good relationship and can motivate all stakeholders to build a culture of team work and make changes. As a good communicator, they must know how to verbalize dreams and goals and can explain to the team. Communication is not just one side. In addition to sharing his vision for the future, a visionary leader is also an active listener.

Visionary Leadership Role Principal

Role is a dynamic aspect of the position. If a person is exercising its rights and obligations in accordance with his position, it means he's running a role. The difference between the position and the role is for the sake of science. They cannot be separated because one depends on the other and otherwise. According Hidayah (2016) defines the role as a complex human hope against individual how to behave and act in certain situations based on the status and social function.

Cannot be denied that a person's behavior strongly colored by many factors, as well as the perception of these factors. Perception that owned it was precisely that determines the shape of the nature and intensity of its role in the organization's culture. Diversity personality that is exactly what became one of the most serious challenges to be faced by every visionary leader. Then, the ability to face the challenges it was also one of the most important indicator, not only than the effectiveness of personal leadership, but also the toughness of the organization he leads.

According Nanus (1992) leadership and his visionary work in four important roles as follows;

1. Determinants Directions (Direction Setter)

Leader who has a vision acts as a determinant of the direction of the organization. As a bellwether, a leader conveys a vision, communicate, motivate workers and colleagues, and to convince people that what was done was the right thing, and support the participation at all levels and at all stages of the business into the future. While the organization was seeing the confusion facing various changes and new structure, visionary leadership appeared as a pioneer that determines the intended direction through the minds of rational and intelligent about the goals that will be addressed and directed behaviors moving forward towards the desired.

As a bellwether, the leader must be selected and set targets by assessing the external environment future mobilization destination entire organization's resources. He should be able to draw

up the steps toward the goal that can be accepted as a real progress by everyone in the organization. Because the leader is the decisive factor in achieving success for an organization. The successful leader will be able to manage the organization, can affect others in a constructive and able showing right direction and the actions that must be done together. There must be an absolute leader in an organization because the organization will not be able to run by itself without a leader that drives the organization.

Taken together, the visionary leadership to analyze the possibilities to be taken, the streets or the techniques and methods as well as resources that elected what can be used to achieve progress in the future. To become a determinant in the right direction, a visionary leader must have the ability to analyze the position. Is currently widely used SWOT analysis in order to find the position of the organization and further on sharing efforts with other personnel, ideals setting future organizational.

Leaders act as a bellwether, meant to give clarity to his ways or the effort that must be done, the steps which can be taken and the steps which should be avoided in order to achieve goals effectively and efficiently. Visionary leadership role is to guide the follower in assign direction to go in implementing the vision of the school.

Bellwether role, leaders must be able to provide the vision, goals, and objectives as a guide to the future. Without clear guidelines, a leader will fumble, arbitrarily without priority, and will be trapped in the uncertainty. Besides bellwether role also includes efforts to develop morale, good order subordinates are willing to give everything and not just working origin working.

2.Agents of Change

In his role as a change agent, visionary leaders are responsible for stimulating changes in the internal environment. Leaders will feel uncomfortable with the situation static organization and the status quo, he dreamed of an organization's success through the new buzz-buzz that trigger the performance and accept challenges by translating into employment agenda which clearly and rationally.

Visionary leaders are not satisfied with the existing one, he wants to have the advantage of that is like thinking how to develop learning innovation management schooling, cooperative relationship with the business world, and so forth. Of course, to produce innovations that reliable and leaders must be able to anticipate developments outside world, estimating the implications for the organization, and a priority

for the changes required by the vision of leadership. The role of the visionary leader is a pioneer and a trigger for various changes toward better in vision implies

3.Spokesperson

Effective leader is one who knows and appreciates all forms of communication are available, to explain and appreciate all forms of communication that field is available, in order to explain and build support for the vision of the future. The leader, as a spokesperson for the vision, must communicate a role that binds everyone to get involved and touch the vision of the organization internally and externally

Visionary leaders not only have the ability to convince people in the form of internal, but more away is how leaders can access the outside world, introducing and disseminating the advantages and vision of the organization which will have implications for organizational excellence. From the results of negotiations are expected to end up with the cooperation enchant morally although material. Is a visionary leader and a master negotiator in another organization-related higher, but not the kind of sycophant partiality toward people who are considered powerful, but instead he is close to the principals.

His speaking ability, along with the belief rational logics that the organization's vision interesting, useful and fun make it a great negotiator. Character visionary leader is to deliver basic thoughts, ideas, and writing so that they can communicate empathically in building commitment and conveys a variety of interests related to the implementation of the vision.

4.Coaches

Effective visionary leader must be a good coach. By this means a leader must use teamwork to achieve the stated vision. Leaders optimize the ability of all players to cooperate, coordinate activities or their efforts towards the attainment of victory, or toward the achievement of a vision of the organization. The leader as coach, brief the workers to focus on the realization of the vision by directing, encouraging, and building confidence in the players that are important to the organization and its vision of the future.

As a good coach, visionary leaders demanded patience and role models (which is based on the ability/expertise). In his role as a professional trainer should be able to develop the professionalism of the people they lead through the sharing of educational and training programs to improve the performance of their subordinate's quality. It performs strategic steps to transform the various innovations to stakeholders through the empowerment of staff and creating a system of democratic leadership that has vision of the organization as a formulation that is shared.

Visionary leaders as an effective coach must be able socialize well as in cooperation with the people to construct, maintain and develop the vision espoused, culture must be created, the behavior must be shown the organization, and the ways to realize the vision into the culture and organizational behavior. All of them demanded the leader as an expert / specialist who served as a coach who can pass knowledge on to others. The role of visionary leaders is giving an example or how strategic work.

Cultural organization or school culture can shape a person's adherence to the rules and create a new positive habits through the efforts of the enforced discipline of the school. School effectiveness can be judged on their efforts to create a productive organizational culture of the school, the culture that supports the growth of empowerment and independence of personnel in performing basic tasks and functions. Thus, in the school feels the nuances of growing value, habits resident's good schools, clean and discipline as well as the growth of the attitudes and behavior of all personnel who guided ethics and morals.

The role of visionary leaders as a professional coach also looked at the efforts made in implementing the vision into organizational culture or the culture of the school. School culture is an important aspect in the education system that gives feeling happy or sad, love or sorrow, passionate or lethargic, proud or disappointed and everything that involves one's feelings

As according Rival (2010) the role of visionary leaders can be divided into three parts; 1) The leaders of the future must be flexible and has an extensive experience, 2) assume spiritual responsibility as the head of an organization becomes necessary functions, is not a trivial thing to be experienced or delegated to others, 3) act effectively no longer be made centrally in the top of the organization.

According to Robert (2010) states that the role of the principal that success includes five functions, namely;
1. Visioning, with regard to the future as what is selected,
2. The creation of cultural meanings given birth identity in communities covered by the creation of the culture of the school and in the school towards a future that is based on strong values and timeless.
3. Adjustment elements of the organization supports the passage of a comprehensive implementation of school-based innovations directed at the vision advanced study

4. The distribution of power and leadership to encourage teachers and community members to be involved in the decision making process at the school.
5. External Cooperation and create a network of collaborative relationships with other schools and the public in the frame of the development of the school.

The success of the school depends heavily on the ability of the principal to lead with vision. Visionary leaders know what is best for students, schools and school communities and make decisions based on beliefs that are used to develop a vision. According to Murphy (1990), the visionary leader understands the direction and goals of the school, and decisions regarding future actions made by the school's vision. Visionary leader is someone who works to inspire and empower all people at all levels within the organization while leading the process of change.

Personal vision of the leader is the starting point for discussions about changes made together teachers, staff and stakeholders. Discussions of these changes led to the formation of a shared vision. Visionary leaders have the ability to use schools goal-setting to develop and raise the vision, through with stakeholders to discuss the agenda of a number of options and create a conducive learning environment for all students and the entire staff.

Visionary leaders to make sure that vision is focused on all the staff to be involved and understand their role is vital to the organization. Another aspect of the role of visionary leaders to give support to staff in understanding how to provide a productive teaching that will provide motivation for students to learn high.

CONCLUSION

Leadership is influence others and build innovation directly in the organization. namely visionary ideas that seek to describe something Based into the future and show the strength to survive when setbacks or failures. As the visionary leadership characteristics; (1) always has a plan, (2) full oriented on results, (3) adopted a new vision That challenge requires, and can be achieved, (4) communicate the vision, (5) to influence others to support, (6) eager harness resources to realize the vision.

While the primary role of visionary leadership in organizational culture is; First, leaders who have a vision serves as the leader of the organization's culture or the culture of the school. Second, in its role as a change agent, visionary leaders who are responsible for stimulating changes in the internal environment.

Third, the spokesman. Leaders know and appreciate all forms of communication are

available, to explain and appreciate all forms of communication are available, to explain and build support for the vision of the future. Fourth, effective visionary leader must have a good coach. Leaders optimize the ability of all players to cooperate, coordinate activities or their efforts towards the achievement of victory, or toward the achievement of the organization's vision.

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THE MISCONCEPTIONSOF NATURAL SCIENCE (IPA) IN PRIMARY SCHOOL TEACHERS IN RURAL AREAS OF NORTH KALIMANTAN

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ABSTRACT

The objective of this study was to identify the misconceptions of Natural Science (Ilmu Pengetahuan Alam) on primary school teachers in rural areas of North Kalimantan. This study employed a quantitative descriptive research. The population was the primary school teachers in rural areas of North Kalimantan that was Long Pujungan district, Malinau, North Kalimantan. The techniques used in taking the sample was a cluster sampling where 22 primary school teachers in rural area of North Kalimantan were taken. The instrument of this research was a written test in a form of multiple choice test equiped with the CRI (certainty of response index) answer sheet. The data were collected by distributing multiple-choice test which was consisted of 40 questions equipped with the CRI answer sheet and interview. Thus, this research result indicated that the teachers had got misconseptions about natural science concept, that is, force, light, and simple machine. The misconceptions were caused by the internal knowledge of the teachers themselves and the learning resources used by the teachers.

Keywords: misconceptions, natural science, rural areas

Since 22nd of April 2013, North Kalimantan is the newest province in Indonesia. There are 5 districts in this new province, which are Tarakan, Bulungan, Nunukan, Malinau, and TanaTidung. One of district that has various geographical area is Malinau, this district has 12 sub-districts. One of sub-districts that is located far from the city is Long Pujungan. This sub-district can be reached by boat within two days and one night. Because of Pujungan is far from the city center, this sub-district can be categorized as a hinterland. It is not easy to get communication access and transportation because of the location. So do access in the educational sector. Obviously, there are significant differentiation among cities and hinterlands in terms of learning resources and limited educational information. Furthermore, those facts are also supported by the result of questionning the head of UPTD at Pujungan explaining that education in Pujungan is still left behind other areas, which was also confirmed by an observation on 6 October 2016. The researcher observed teachers at the Elementary School 001 Long Pujungan and the result showed that their conceptual understandings of science concepts is still low. The teachers were given a set of questions to analyze but only a few answers were correct. Based on interview with elementary school teachers, there are no research in teachers' misconception in that area within ten years. Chaniarosi (2014) has done a research titled "misconception identification of high school biology teachers grade X on human reproduction system topic" and found that there are also some teachers who experience misconception. Similarly,

Wibowo (2016) also has done a research related science misconception at elementary school. This misconception can be identified using certainty of response index (CRI) method. This method was invented by Saleem Hasan in 1999. This method can be applied to measure respondents' certainty in answering question.

Those background shows that research in science misconception using CRI (certainty of response index)is important for elementary school teachers in hinterland, so teachers can understand science concepts thoroughly.

Science is one of disciplines that has characteristics similar with other disciplines. Each discipline, either has general characteristic also has specific characteristic. General characteristic of a discipline is facts and rules showing relationships between one and others. Those facts are arranged sistematically and stated with correct and certain language so can be searched for and understandable for communication.

Pardede (2010) mentioned some of specific characteristics (a) Science has a scientific value which means that the truth in science can be proven again by every person using scientific approach and procedures as the inventor has done; (b) Science is a set of knowledge that has been arranged sistematically, and its implementation is limited to natural phenomenon; (c) Science is a theoretical knowledge; (d) Science is concepts that is intertwined; and (e) Science consists of four elements, they are product, process, application, and attitude.

Science product can be a fact, principle, theory, and law. Process is a procedure to solve problems.

Application is the implementation of methods or scientific works and science concepts in daily life. Attitude is a curiosity of objects, phenomena, life creatures, and cause and effect correlation resulting in new problems that can be solved using correct procedures.

Science concepts in elementary schools are integrated concepts, because they are not separated, such as chemistry, biology, and physics. Science as a discipline and its implementation in societies has important impacts in science education. Teaching and learning should consider children cognition. Paolo and Marten (Samatowa, 2009:5) defining skill process as: (1) observing, (2) understanding what has been observed, (3) implementing new knowledge to predict what will happen, (4) testing predictions in some situations to verify the prediction. In science, students and other science learning should be sceptical because we have to modify models of nature in order to make them parallel with new findings.

One of misconceptions can be a pre knowledge, mistakes, incorrect correlation among concepts, intuitive ideas or naive. Novak (Suparno, 2013) defines misconception as concept interpretations in a statement that cannot be accepted. Brown (1989;1992) explains misconception as a naive view and defines it as an idea that is not appropriate with acceptable scientific definition. Feldsine (1987), found that misconception is a mistake and incorrect relationship among concepts. However, Fowler (1987), explains more specific about misconception definition. He thinks that misconception is an innacuracy definition of concepts, incorrect concept implementations, wrong example classification, different chaos concepts, and incorrect concept hierarchy. Hasan (1997) also defines that misconception is a cognitive structure (understanding) that is different from received understanding, and this cognitive structure disturbs the process of receiving new information. From those definition can be concluded that misconception is related to innacurate science concept or definition from expert.

METHOD

This is a descriptive qualitative research. Descriptive research is a research that is describing or explaining real phenomena. (Sukamdinata, 2011: 72).

This research was done in Elementary schools at Long Pujungan from 1 October – 1 November 2016. The population of this research is all of elementary school teachers at Pujungan sub district. The sample was collected using cluster sampling. Teachers who were selected as samples are they who teach in SDN 001 Long Pujungan, SDN 002 Long Pujungan, SDN 006 Long Pujungan, SDN 005 Long Pujungan and SDN 008 Long Pujungan.

The instrument for this research is multiple choices questions. There are 40 questions in the instrument and the answer sheet is using CRI model. The data was collected using a tes with a CRI answer sheet. The options for certainty level has been modified to be more simple, which is from 6 scale becomes 3 scale. Those scale are certain, moderate, and uncertain.

The answers were categorized based on CRI criteria and presented based on three categorize, understand, misconcept, and not understand. The data was analyzed using an equation(Sudijono, 2009 : 43)

FINDING AND DISCUSSION

The result shows that elementary school teachers in the rural areas experience misconception in teaching and learning science. The percentage of teachers' answer can be seen in Table 2.

Data from Table 1 is presented in Graphic 1
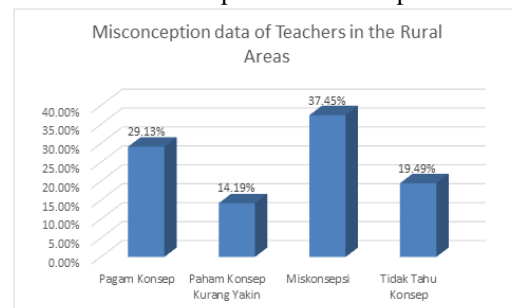
Graphic 1. Misconception Data of Teachers in the Rural Area

Table 1 shows that there are 37, 45% teachers that experience misconception, 29,13% teachers do not understand the concept, 14,19% teachers understand the concept but they are not certain, and there are 19,49% teachers that do not understand the concept. There are more than 50% questions (14 questions) showing teachers' misconception. Those questions are question number 2, 5, 9, 15, 18, 19, 22, 23, 24, 25, 26, 32, 39, and number 40.

Table 2. The percentage of test result on Elementary School Teachers in the Rural Area

Quest. No	Understanding (%)	Uncertain (%)	Misconcept (%)	Do not know the concept (%)
1	70,8	20,8	8,3	0
2	0	0	66,6	29,2
3	54,2	16,7	8,3	20,8
4	70,8	25	0	4,2
5	8,3	0	58,3	33,3
6	50	12,5	16,7	12,5
7	45,8	25	20,8	8,4
8	29,2	12,5	41,7	16,7
9	12,5	0	62,5	25
10	75	16,7	4,2	4,2
11	4,2	0	75	20,9
12	41,7	33,3	16,7	8,4
13	12,5	4,2	45,8	37,5
14	45,8	12,5	25	16,7
15	0	4,2	54,2	41,7
16	0	0	45,8	54,2
17	8,3	25	50	16,6
18	0	29,1	62,5	8,4
19	0	0	79,2	20,8
20	33,3	12,5	45,8	4,2
21	8,3	50	41,7	41,6
22	8,3	0	75	16,7
23	4,2	0	70,8	25

24	0	4,2	66,7	29,1
25	4,2	0	79,2	16,7
26	0	4,2	79,2	16,7
27	87,5	0	0	12,5
28	70,8	16,7	0	12,5
29	32	12,5	45,8	8,4
30	54,2	29,7	12,5	4,2
31	50	37,5	8,3	4,2
32	4,2	0	54,2	41,7
33	50	29,2	6,25	4,2
34	62,5	29,2	4,2	4,2
35	58,3	25	8,3	8,4
36	58,3	25	0	16,6
37	37,5	37,5	12,5	12,5
38	8,3	0	37,5	50
39	0	12,5	54,2	33,3
40	4,2	4,2	54,2	37,5
Rata-rata	29,13	14,19	37,45	19,49

Teachers experience misconception when they are answering question number 19, which is about the position of feather and marbles when they are thrown from a certain position in the vacuum room. There are 79.2% teachers assumed that the marbles fall to the floor first. Their answers were based on their experiences in their life without considering the vacuum condition. Some of other answer explaining that the feather and the marbles will be flying similar with astronouts who are on the space. In fact, there are no (small effect) of gravitation causes the absence of air on space. However, the absence of air on the tube does not mean that there are no gravitation, because gravitation is an action on pulling objects (between feather and the earth and between marbel and the earth). Both objects will fall with similar speed and velocity. Since there are no friction with the air, therefore those objects will reach the bottom of the tube at the same time. The right answer is A, in which those two objects will reach the bottom of the tube at the same time.

Another misconception was also found in question number 25, in which there are 79,2% of teachers experienced misconception. The question was about a stone that is thrown into a pond. Water spreaded on the edge of the pound comes from the water that is closed to the edge. However, many teachers though that the water comes from the stone that fall to the center of the pound and from the bottom of the pound where the stone fall, that is because the teacher may think that the water spread together with the wave. Indeed, when the wave travel, the water only vibrates, so the correct answer is C. This also happens to question number 26, there are 79,2% teachers experienced misconception for the question related to audible tone and sound. The teachers have not been able to differentiate which one is the powerful sound and audible tone.

Based on interview with elementary school teachers, misconception occurs because of the limitation on learning resources, some teachers only use one book, even there are teachers that use book published before 2000. There is no variation on textbooks usage that can lead to the teacher misconception, it is also mentioned by Odom (Kustiyah, 2007) that the only one textbook usage will potentially cause teachers' misconception. This condition is dangerous because not only teachers that will experience misconception but also the students. Another misconception cause on teachers is related to their own knowledge. In which, the knowledge was built based on their thought and interpretation to the elementary school science concepts. Meaning that they understand does not fit to the expert so misconception is experienced. It is important to pay attention, because teachers who experience misconception will explain wrong concepts to their students. Similar with Woolfolk and Nicolich (1984) Hewindatidan Suryanto (2004) explain that there are strong relationship between explanation and student achievement. Since there are low understanding of science concept in the rural are. Elementary school teachers in the other rural area are dominated by the one who graduated from seniorr high school who are doing their bachelor degree program, so their science concept are still relatively low.

CONCLUSION

There research shows that the there are only 37.45% teachers experianc missconvception. Misconceptions . Misconception o science susally can be found and read arefully. There are 37.45 % of teachers experienced misconception. The misconception can be found on wave and sound topic. The factor that cause misconception on teachers' understanding is teachers' thought that was coming from the textbook.

Hopefully there will be next research about misconception using different subject and concepts so the quality of Indonesian Education will be better in the future.

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A STUDY OF GIFTED STUDENTS' ACADEMIC PREFERENCE AND THE IMPLICATIONS OF DEVELOPMENT PROCESS

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ABSTRACT

Understanding students and their interest are important prerequisites for effective teaching. Moreover for gifted students who have special characteristic in learning than regular students such as kognitif, afective, and learning style. The purpose of this study is to identify preference of gifted students in academic interest. The academic interestsuch as science, social and art. The samples of this study are fifty-nine gifted students. This study used survey method with cross sectional approach. Data collected through by Rogers Academic Interest in Science, Social, Art questionnaire. Data analyze that used in this research is descriptive analyze. The result of this analysis showed that most of gifted students have academic interested in science. In addition, gifted students have less academic interest in art. The findings from this study can be used as a guidance for developing gifted students' academic interest.developing gifted students' academic interest requires internal or external support so that the purpose of this development can be achieved.

Keywords : preference, interest, learning, education, gifted student

Giftedness is an interaction among general and/or specific ability, high responsibility level of duty or obligation, and high level of creativity (Renzulli in Hawadi, 2002: 56). In line with the statement, United States Office of Education (USOE) (In Hawadi, 2002: 4) defines gifted children as children who can prove their high achievement in some fields like intellectual, creative, artistic, leadership or specific academic and those who need different service or activity served in school based on their ability. Gifted children's ability is different with other regular same-age-students and this makes talented children need education arrangement to build their potential (Hodge, 2013).

Giftedness possessed by someone is different with others, but it can be differed in five areas (Rogers, 2014). Those five giftedness areas are (1) Intellectual ability, (2) Specific academic ability, (3) productive creative ability, (4) psychosocial/leadership ability, and (5) visual and art ability. These giftedness differed in some domains need to be identified so teachers can describe level of giftedness, describe students' potential, and place students based on their giftedness domain (Hodge, 2013).

In Indonesia, rights of gifted children are regulated in the legislation number 20 Year 2003 article 5 paragraph 4 about Natioanl Education System said "*warga negara yang memiliki potensi kecerdasan dan bakat istimewa berhak memperoleh pendidikan khusus*". Citizen having intelligence potential and special talent have rights to get special education. There is also other statement that stated in article 12 paragraph 1b "*setiap peserta didik pada setiap satuan pendidikan berhak mendapatkan pelayanan pendidikan sesuai dengan bakat, minat, dan kemampuannya*". Every student in every school has rights to get educational service based on their talent, interest, and ability. In line with those legislations, government provides educational services for gifted students through acceleration program. The essential part of this program is to give services for students with special talents and excellence intelligence to get faster in their education (Estiastuti, 2008). Besides, Widyastono (2002) also stated that acceleration program is a program giving educational services based on students' intelligence potential and special talents, by giving chance for them to be able to finish their regular program in shorter time than their peers.

Acceleration class in Indonesia is seen as giftedness class that mostly in science. The one of reason of selection stages for acceleration class is that student must have good mark for their science subjects (Hawadi, 2005). It makes acceleration class focuses on science subject and becomes science class. On the other side, Hawadi (2005) argues that gifted children in acceleration class have varied abilities and interests. It can be a reason that students in acceleration class have interests in other subject, beside science, as potential that needs to be built.

Interest in academic is one potential that needs suitable service. Schiefele (in Essien, 2015) states that interest is particular feeling on some conditions, things, or someone else. In line with the statement, Slameto (2010: 180) argues that interest

is preference and bond on something or activity without any command to do. Essien (2015) also states that interest is a person's long term form of objects, activities, or knowledge. Based on those statements, it can be concluded that academic interest is a kind of preference of one particular subject that can become academic potential. Thus, it is important to determine students' interest on particular academic subject so that they can get suitable service.

To measure specific academic interest, Rogers (2014) has *Rogers' Interest Inventory* (RII) questionnaire. The questionnaire can help teacher in deciding gifted students' academic interest. The questionnaire has seventeen items that can measure gifted students' interest level on specific subject. Result of this measurement can be categorized into three levels, namely very motivated, motivated, and lessmotivated. Based on the result of this questionnaire, teacher can recognize gifted students' another academic interest in acceleration class.

Based on the elaboration above, it is needed to do a research on academic interest of giftedstudents in acceleration class. This research tries to explore whether gifted students in acceleration class are students with science academic specific subject or have another

research can be reference in choosing suitable service for talent.

METHOD

This research used qualitative approach by analitic descriptive method. This research was held in acceleration class of SMA Negeri 3 Surakarta. The subjects of this research are fifty-nine students. Datas was collected though Rogers' Interest Inventory (RII) of the three subjects such as science, social and art. The data collected were analyzed descriptively. Before described, the results of collecting datas was categorized into three categories according to the scoring system on Rogers' Interest Inventory (RII). If the average score of each instrument is 2.67 to 3.33, the subject was included in the category "motivated/interest" in these subjects.If the average score of each instrument is 3.34-4.9, the subject was included in the category "very motivated/very interest" in these subjects . Whereas, for score below 2.66 can be concluded that the subject have"less motivated/less interested".

Baseline descriptive statistics for average score of gifted students' specific academic interest are presented in Table 1

Tablel 1. average score of gifted students' specific academic preferences.

Kelas Aksel 1				Kelas Aksel 2				Kelas Aksel 3			
No	Science	Social	Art	No	Science	Sociall	Art	No	Science	Sociall	Art
1	3,41	3,06	2,53	21	2,65	1,94	1,76	41	2,88	1,94	1,41
2	3,12	1,82	1,71	21	2,71	3,41	2,82	44	3,29	2,71	2,47
3	3,00	1,41	1,71	23	2,12	1,88	1,76	44	2,82	1,71	1,41
4	2,59	2,47	1,29	24	2,71	2,65	2,88	44	2,94	2,41	2,76
5	3,12	2,00	2,35	25	3,71	2,00	1,06	45	3,00	2,76	2,53
6	3,47	2,47	1,94	26	2,76	3,24	2,25	46	2,76	3,53	2,00
7	3,47	2,18	2,12	27	2,59	2,18	2,53	47	3,18	2,88	2,65
8	3,47	2,18	2,35	28	3,82	2,76	2,88	48	2,12	1,76	2,12
9	2,76	1,47	1,82	29	3,35	3,35	1,76	49	2,12	1,76	2,12
10	2,94	2,35	2,24	30	2,88	2,82	2,47	50	2,94	2,18	2,18
11	2,24	2,00	2,29	31	2,71	2,41	2,59	51	2,94	3,12	2,76
12	2,71	2,00	2,29	32	2,53	2,47	2,06	52	3,59	1,65	1,47
13	2,94	2,41	2,94	33	3,29	2,29	2,06	53	2,00	1,88	1,94
14	1,94	2,59	2,41	34	3,29	3,06	2,12	54	2,41	2,12	2,82
15	2,65	2,59	2,65	35	3,06	2,82	3,12	55	2,59	1,41	1,41
16	3,24	1,82	2,71	36	3,35	2,12	1,88	56	2,71	2,82	1,41
17	2,94	1,82	3,06	37	2,41	2,29	2,18	57	3,24	1,71	2,12
18	3,24	1,94	2,29	38	3,24	1,65	2,41	58	2,88	2,47	2,35
19	2,82	2,12	2,71	39	3,18	2,82	2,59	59	2,94	2,18	1,35
20	3,06	1,47	1,94	40	2,29	1,35	2,18				

academic interest that can be their main potential academic. Besides, the result of this

Based on the assessment in Table 1, the data can be categorized in three categories in each academic interest. Gifted students included in "very motivated/ very interested" categoryon science subjects, social or art, if the value were 4. If gifted students' score are between 2,67-3,33, they were included in "motivated/interest"

category, and "less motivated/less interest", if the score is below 2,66. The result of categorization presented in Table 2.

Table 2. categorization of gifted students' specific academic preferences.

Kelas Aksel 1				Kelas Aksel 2				Kelas Aksel 3			
No	Sains	Sosial	Seni	No	Sains	Sosial	Seni	No	Sains	Sosial	Seni
1	VM	M	LM	21	LM	LM	LM	41	M	LM	LM
2	M	LM	LM	21	M	M	M	44	M	M	LM
3	M	LM	LM	23	LM	LM	LM	44	M	LM	LM
4	LM	LM	LM	24	M	LM	M	44	M	LM	M
5	M	LM	LM	25	VM	LM	LM	45	M	M	LM
6	M	LM	LM	26	M	M	LM	46	M	M	LM
7	M	LM	LM	27	LM	LM	M	47	M	M	LM
8	M	LM	LM	28	VM	M	M	48	LM	LM	LM
9	M	LM	LM	29	M	M	LM	49	LM	LM	LM
10	M	LM	LM	30	M	M	LM	50	M	LM	LM
11	LM	LM	LM	31	M	LM	LM	51	M	M	M
12	M	LM	LM	32	LM	LM	LM	52	VM	LM	LM
13	M	LM	M	33	M	LM	LM	53	LM	LM	LM
14	LM	LM	LM	34	M	M	LM	54	LM	LM	M
15	LM	LM	LM	35	M	M	M	55	LM	LM	LM
16	M	LM	M	36	M	LM	M	56	M	M	LM
17	M	LM	M	37	LM	LM	LM	57	M	LM	LM
18	M	LM	LM	38	M	LM	LM	58	M	LM	LM
19	M	LM	M	39	M	M	LM	59	M	LM	LM
20	M	LM	LM	40	LM	LM	LM				

VM = very motivated; M = motivated; LM = less motivated

In order to clarify the results of the categorization of a gifted students' academic interests, presented the following chart:

Figure 1. chartof gifted students' academic preferences
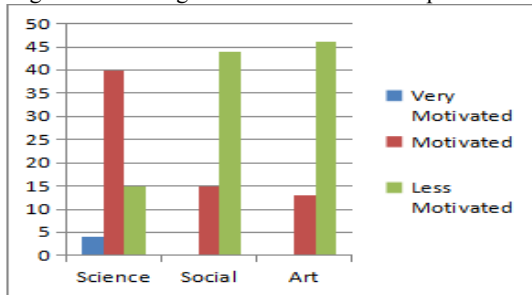
Based on Figure 1, noted that the gifted students are more interest in science than social and art. Figure 1 also shows that gifted students have less motivated in social and art.

Beside Figure 1, researcher presented the result of gifted students' specific academic interests that has vary preferences inTable 3.

Table 3. gifted students' academic preferences

Sci-ence	So-cial	Ar t	Scienc e and Social	Science and Art	Social and Art	Science, Social and Art	None of all
22	0	2	11	7	0	4	13

Based on Table 3, noted that twenty-four gifted students have one academic interest, eighteen gifted students have two academic interests, four students have three academic interests, and thirteen students have no interest in science, social, or art.

Discussion

Based on data analysis, it can be known that:

1. Science score in report card, that becomes one of students' identification requirements to be called gifted in acceleration class service program, cannot become one reference that all students in class have interest in science.
2. There is a student with good score in science but have more interest in art.
3. There is talented student with good score in science but do not have interest in science.

It shows that even 67.8% gifted students in acceleration class have interest in science; it cannot be guarantee that acceleration class should become science class because other students do not have interest in science. It happened because science's score of the students is one of requirements in acceleration class. It can produce new paradigm that acceleration class, which is actually for gifted students, becomes a special class for students with specific academic interest in science only.

In the other side, good score in science does not always become standard rule that students have interest in science. It can be seen from two students in acceleration class interested in art more that science. Talented students are students with IQ above average, namely 126/130 to 160 (Swiss Association for Gifted Children, 2010). The high IQ of gifted students can help them to study each subject well with good score even they do not have any interest for the subject. Interest is high preference about

something (Djali, 2007). Interest is influenced by some factors, namely genetic and external factors, like family, school, community, and environment (Miflen and Miflen, 2003: 14). Crow and Crow (in Dimyati, 2001: 56) continue that interest is influenced by psychology factor, social, and emotional.

Both statements do not include IQ as one of the factors. In the other word, high IQ of gifted students does not affect students' interest. It is also proved by result of this research that there are some students do not show any interest on sciences subjects. It is not because the students get bad scores in the subjects, but more because of their interest on the subjects.

Based on the explanation, it is important to recognize students' interest in academic. Interest can be standard measurement in identifying potential of a person (Latipah, 2009). Acceleration program focused on science could ignore another acceleration students' potential in academic. Thus, it needs building program of academic interest so the other potential of students can be built.

Building program here is a process or development with sequence of understanding, starting from establishing, needing, maintaining the development, accompanied by effort of improvement, process of completing, and developing it (Widjaja, 1998). Assistance in interest academic of students could be:

1. *Mentorship program.*

Mentorship program is placements program for gifted students by an expert or a professional, to learn deeper a particular interest that cannot be served in educational program (Rogers, 2014).

2. *Olympiad Class*

Olympiad class is given for gifted students in special academic to develop their potential. This class can be given after school time.

3. *Acceleration program of specific subject*

Gifted students' academic interest for a specific subject makes them having more desire to learn it more. They can join in acceleration program of special subject that gifted students can learn deeper about a subject and learn faster than the other students in same class.

4. *Talent seeking program*

This program works together with some universities by offering extension class every weekend for whole year to learn particular subjects. This program was implemented in 1974 in Baltimore, Maryland, and spread in other region like Illinois University of Arizona, and Duke University (Rogers, 2014).

5. *Long distance learning and independent learning*

Long distance learning or independent is choices for gifted students to develop their potential. This kind of learning works together with some universities that offers online education service, like Standford University's Educational Programs for Gifted Youth (EPGY). The university offers extensive course in mathematics and science (Rogers, 2014). Beside, independent learning is another way of learning that uses internet as learning media and it can be conducted at home or school.

CONCLUSION

Based on discussion, it conclude that (1) science score in report card, that becomes one of students' identification requirements to be called gifted in acceleration class service program, cannot become one reference that all students in class have interest in science, (2) there are students with good score in science but have more interest in art, (3) there aregifted students with good score in science but do not have interest in science and (4) gifted students' interest could be a potential that must be developed through appropriate service, such as mentorship program, olympiad class, acceleration specific subject class, talent seeking program, and long distance learning and independent learning.

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IMPLEMENTATION OF ARCS LEARNING MODEL IN LEARNING BASIC CONCEPT ANALYSIS OF SOCIAL SCIENCE AT THE ELEMENTARY SCHOOL

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ABSTRACT

There are various learning models of social science at the Elementary School, but it is important for teachers to select the appropriate and suitable learning model that conforms to presentation material of a subject. One of effective learning model for basic concept analysis learning of social science at the Elementary School, which could develop activities and creative thinking of the students, is ARCS learning model. ARCS is abbreviation of A (Attention), R (Relevance), C (Confidence), S (Satisfaction). Such learning model will assist the students to comprehend reading materials and to activate them through subject materials, which have been learnt. Besides that, it may create positive response and create better relationship with others, as well as raise self-confidence, responsibility, and enjoyable. Teaching Social Science by applying ARCS learning model will give opportunity to the students that give priority to the student's attention, adjust learning material with learning experience of the students, and create self-confidence and self-satisfaction.

Keywords: cooperative learning model of ARCS, basic concept analysis on social science, Elementary School

Teaching is the main duty of a teacher; therefore its effectiveness depends on teacher in doing good teaching activities. Factors that affect teacher in teaching activities include the teachers themselves and the way of teaching they choose and apply, however, good teachers should recognize various ways of teaching and they should be able to choose the appropriate one that conforms to their abilities and environmental conditions. Various learning models have been known in teaching world even though none of them is the most appropriate for all situational and conditional objectives. Model refers to conceptual frame used as guidance in doing an activity. Learning model refers to conceptual frame, which describes systematic procedures in organizing learning experiences to achieve a specific objective of learning and function as guidance for the learning designers and teachers in designing and implementing the activities of learning and teaching (Udin Syarifudin, 1994:73). Essences of learning are activities done by teachers, which encourage the students to have good behaviors. Learning is effort of teacher to create climates and services toward diverse ability, potency, interest, talent, and necessity of the students in order to establish optimal interaction between teacher and student, as well as among students (Suyitno .A., 2004: 2). Specifically for Social Science learning, such learning model refers to objective of the social science learning itself. According to NCSS (National Council for Social Studies), objective of social science learning are to assist the next generation to : (1) develop his/her ability to be knowledgeable individual; (2) develop intelligence in making the decision for the public goodness as citizens who live in culture, and (3) to be democratic society in mutual-dependence (Rochmadi, 2008:9).

Furthermore, in accordance with Curriculum of Educational Unit, objective of social science subject is intended for the students in order to have abilities to: (1) recognize concepts that relate to the public and environment; (2) possess basic ability to think logically and critically, curiosity, inquiry, problem solving, and skills in social life; (3) have commitment and awareness toward social values and humanity; (4) have ability to communicate, cooperate, and compete in a plural society, at local level, national, and global (Department of National Education, 2006:40).

Scope of Social Science reviews a set of events, facts, concepts, and generalization that relate to social issues. According to the Board of National Standard Education (BSNP, 2006:575), the scopes of Social Science subject at Elementary School include aspects as follow: a. human and environment, b. time, continuation, and change, c. socio-cultural system, and d. economic behavior and welfare. Through Social Science subject, the students are directed to become democratic and responsible citizens, as well as become the world citizens who love peace. Therefore, Social Science subject is designed to develop knowledge, understanding, and analytic ability toward social condition in entering dynamic social life.

In curriculum of Social Science for Elementary School in 2006, the review included: 1.

Items that relate to social knowledge including review about family, local society, money, kinds of job, economic activities, cooperation, production, communication, transportation, social problem, local environment maps (Municipality/Regency, Province), natural views, natural resources, diversity of tribes and local culture, natural disasters in Indonesia and other countries in the neighborhood, development of administrative system in all regions in Indonesia, neighboring countries, roles of Indonesia in globalization era, export-import in Indonesia as activities among countries. 2. Elements that relate to history, including review about local history, follow the heroism and patriotism examples of important figures in the related environment, histories of Hinduism, Buddhism, and Islam in Indonesia, struggle of the warriors during colonialism of Dutch and Japanese, roles of important figures in preparing the Indonesian Independence, roles of the great figures in proclaiming the Indonesian independence, and struggle of the great figures in defending the Indonesian independence.

DISCUSSION
Basic Concept of CLM
Conceptually, ARCS learning model is a technique of cooperative learning model. According to Slavin (1995:4), cooperative learning method is a technique of learning, in which the students learn and cooperate collaboratively in small groups that comprise of 3-6 students in each group and the group has heterogeneous structure. Cooperative learning method is a collaborative form in small group, in which the students work together to complete the given assignments (Tinzman, et al. in Adnyana, 2004). Furthermore, David, 1990; Kagan, 1992 (in Jacob, 1999) set a limitation on cooperative learning that refers to group learning method, which comprises of small groups (5-6 students), in which the students cooperate and help to each others in completing academic assignments. Cooperative learning method is strategies that support small groups/pairs of student to cooperate and interact to develop knowledge and finish the assignments (Teo, 2003:108).

Based on the opinions above, cooperative learning method emphasizes on cooperation and sharing ideas in small groups that have heterogeneous characteristics. Such heterogeneous characteristics have made the cooperative learning method to provide opportunities for the students who have

different backgrounds to encourage mutual assistance and mutual respect.

In relation to learning the Social Science, cooperative learning method can be applied to encourage the students in expressing their opinions, increasing self-confidence and responsibility. In learning the social science, the students frequently face materials that relate to facts, concepts, generalization that requires description, analysis, as well as demonstration. Therefore, such cooperative learning method is the most appropriate method that can be applied because the students will get involved and try to get self-involvement actively in learning process. This condition will bring about positive impact on quality of interaction and communication, which finally increase learning achievement of the students.

Characteristics of cooperative learning method include: (1) each member plays his/her own role, (2) interaction between students, (3) each member of the group is responsible for his/her study and his/her friends in the related group, (4) teacher encourages the students to develop interpersonal skills of the group, and (5) teacher just interacts and gets involved if required (Karin, 1993).

Cooperative learning is a system, which consists of close-related elements. The elements include: (1) positive mutual-dependence, (2) face-to-face interaction, (3) individual accountability, (4) skills to make inter-personal/social relationships, which are taught intentionally, (5) group process (Johson & Johson et al., 1998:100).

Steps in cooperative learning. There are variations of cooperative learning steps that conform to the developed cooperative learning (Arends, 2004:374) suggested 6 steps in cooperative learning started from the teachers who transfer the objective of learning, motivate the students to study and present other information in common way through lecturing (verbal), however, those 6 steps of cooperative learning methods is presented in table 1.

Definition of ARCS Learning Model
According to Suprijono (2009:166), ARCS learning model is learning model, which give priority to motivational condition management of the students during the learning. The conditions include Attention, Relevance, Confidence, and Satisfaction. Of course, such motivational condition management will affect the students in learning activities. The stronger motivation of the students will affect their interest and willingness to learn.

The application of ARCS learning model in class should describe 4 components, such as Attention, Relevance, Confidence, and Satisfaction, which are intended to motivate and keep motivation in learning-teaching activities.

Table 1 on steps of cooperative learning model

Phase	Teacher Behavior
Transfer the objective and prepare learning equipments	Teachers transfer all objectives of learning and prepare the learning equipment.
Present information	Teachers present information by demonstration/text.
Organize students in the form of study groups	Teachers demonstrate to the students how to establish group and assist each group to have transition efficiently.
Assist the group's work during study	Teachers assist the study teams during they do the assignments.
Perform evaluation	Teachers evaluate the result of learning about materials that have been learnt or each group may present the learning result.
Give reward	Teachers search ways to appreciate, both efforts and learning result of individual and group. s

Components of ARCS Learning Model

According to Alam (2011), ARCS learning comprises of 4 components as follow:

Attention. Attention means concentrating and focusing brain ability or focusing the students' thought on something in activities of learning and teaching process in the classroom. Attention plays important role in learning activity. Attention may be developed from inside of the students if they are motivated to learn something.

According to Suprijono, "attention of the students emerges due to curiosity. Therefore, curiosity should get stimulus so that the students will pay attention or the attention will be sustained during learning-teaching process even a little longer. Such curiosity can be stimulated through new elements, weird, different from the existed ones, contradictive or complex" (2009:166).

Therefore, in teaching activity, teacher should encourage the student's attention on subject, which is taught. Strategies to encourage attention include: (a) applying varied learning methods (lecturing, discussion, playing roles, simulation, expressing ideas, demonstration, exploration, case study, etc). (b) Using learning medium to complete the presentation of review materials (transparency, video, slide, film, tape, etc.). (c) Using humor in learning process. (d) Using factual proof to clarify the implanted

concept. (e) Using ask a question technique to involve the students actively (Alam, 2011).

Its application in learning can be done as follow: (a) Ask the students to pay attention and minimize any disturbance. (b) Use signal or guideline for something important. (c) Use instructional comment, such as "well, let's discuss about…", "now, pay attention". (d) Make the learning becomes interesting. The surfeit frequently emerges if the learning seems monotonous. (e) Use medium and technology effectively as part of learning in the classroom. (f) Focus on active learning to create enjoyable learning process. (g) Do not give too much information because it will make the students to be bored (Suparno, 2009:167-169).

Teacher should pay much attention on this component by performing the learning activities or creating learning activities in order to keep the students to pay their attention on learning or concentrate on learning activities.

Relevance. According to Suprijono "Such relevant condition relates to correlation between learning materials and necessity and condition of the students. Motivation of the students will be well-maintained if they consider that, what they have learnt, it has met and beneficial for the student's need" (2009:169). Correlation or conformity of these materials will motivate the students to learn. It will encourage them to be more active in following the learning process. Students will perceive the correlation between materials, which they have learnt, and their own experiences.

Strategies that can be implemented in learning activities are as follow: (a) Tell the students about what they get and do after learning the subject. (b) Describe benefits of knowledge, skills or attitudes, as well as values that will be learnt and how those things will be beneficial in the future. (c) Give examples, practices, or tests, which directly relate to condition of the students (Alam, 2011).

Teacher should pay more attention on this component by encouraging the learning activity, so that the students will perceive that materials, which have been learnt, have conformed to their experiences and it will be useful for themselves in the future.

Confidence. According to Suprijono, self-confidence is "… personal belief that he/she has ability to complete an assignment as prerequisite of success" (Suprijono, 2009:170). Duties of the teacher are to increase and motivate self-confidence of the teachers.

Strategies that can be implemented to increase self-confidence of the students and their environments, such as: (a) increase the students' expectation to be success by improving experiences of success. (b) Arrange the learning into more

specific parts, so that they will not be insisted to learn more new concepts. (c) Increase the students' expectation to be success by suggesting requirements to reach success. (d) Increase the students' expectation to be success by using control strategy, due the success depends on them. (e) Develop self-confidence of the students by suggesting, "It seems that you have comprehended the concept, which I taught", and then stated the weakness as "something that must be improved". (f) Provide instructive feedback during the learning process (Alam, 2011).

In relation to this learning, teachers endeavor to offer activities, which encourage self-confidence of the students, for example reinforce them and provide feedbacks.

Satisfaction. Learning achievement will create self-satisfaction among the students (Suprijono, 2009:171). Teachers may implement strategies to increase learning satisfaction, such as: (a) praising the students verbally and providing informative feedback. (b) Providing opportunity to the students to use or implement new knowledge, which they have learnt. (c) Ask the students to master certain skills or knowledge to assist their friends who have not succeeded yet. (d) Compare the student's achievement and self-achievement in the past or specific standard, but not to compare them with other students (Suprijono, 2009:171).

In relation to this learning, teachers endeavor to offer activities, which give opportunities to the students to solve the problems by their knowledge in order to encourage the students to master it.

Steps of ARCS Model. Steps used in ARCS learning model as suggested by Learningtheori (2010) are as follow:
6. Remind the students on concept that has been learnt (A)

In this first step, teacher tries to attract the students' attention by repeating the subject, which has been learnt by the students, and relating it to the subject that will be taught. Therefore, the students will be attracted and motivated toward the subject, which will be presented.
7. Describing objectives and benefits of learning, transferring materials of the subject, and guiding the study (R)

In this step, teacher describes objectives and benefits of learning, which will be taught. In relation to this activity, teacher uses various ways but still refers to principle of diversity among students, so that all students may catch the objectives and benefits of learning, which have been given, as well as recognize the relationship or correlation between materials of the subject that have been given and learning experiences of the students.

In transferring materials of the subject, teacher should transfer it clearly and accurately. Such material transferring should be done by strategies that could motivate the students. For example, teacher may present attractive materials of subject that could attract the students' attention, show correlation between materials of the subject and experiences of the students or relate to their daily life, increase self-confidence of the students by giving opportunity to ask questions, give response, do the tasks or assignments, and create self-satisfaction of the students by offering reward for their achievements.

In guiding the study, teacher should motivate and guide the students to comprehend the given materials easily. Objective of this activity is to increase self-confidence of the students, so that they would not be doubtful in giving responses or in completing the tasks. Besides that, it will be useful for students who have difficulty in comprehending the given learning materials.
8. Give opportunity to students to participate in learning (C)

In this step, teacher gives opportunity to the students to ask question, respond, and complete the assignments about the given learning materials. By giving opportunity to the students to participate, students will compete healthily and actively in following the learning process.

Giving opportunity to students to participate in this learning will encourage and increase self-confidence of the students, and finally, it will create self-satisfaction of the students because they have already involved in learning process. Therefore, the important thing in learning is involving the students directly and actively in learning.
9. Provide feedback and conclude each material that has been given at the end of learning (S)

Teacher provides feedback, which of course, stimulate thinking pattern of the students. Providing such feedback will increase self-confidence and self-satisfaction of the students. It is expected that the application of feedback in the form of reinforcement will attract the students' attention, so that they will focus on the learning subject. Besides that, the students' attention will automatically focus on materials of the subject in accordance with they need in order to be applied in daily life.

In concluding materials of the subject, teacher should conclude the materials clearly and accurately. It can be done by various ways, such as give opportunity to the students to draw conclusions about materials, which they have learnt by using their own words, so that it will indirectly create self-satisfaction of the students.

Advantages and Disadvantages of ARCS Learning Model

According to Awoniyi, et al. (1997:30) this ARCS learning model has some advantages, such as: (1) providing active direction and guidance about what must be done by the students. (2) How to present the materials using ARCS model, it is not just theories with less attractive application. (3) The motivational model, which is reinforced by student-centered learning design. (4) Application of ARCS model may increase motivation to repeat other materials, which were considered less attractive. (5) Evaluation as a whole toward abilities, which are more than characteristics of the students in order to make the learning strategy becomes more effective.

However, as described by Awoniyi, et al. (1997:31), the disadvantages include: (1) Affective results of the students are difficult to be evaluated quantitatively. (2) Continual development through ARCS model is difficult to be used as base of evaluation (Learningtheori, 2010).

Implementation of ARCS Learning Model

Implementation of ARCS learning model is one of meaningful learning applications in basic concept analysis on Social Science at the Elementary School. Through the application of this ARCS learning model, students will get involved in complex ways, such physically, emotionally, and intellectually. Application of ARCS learning model is appropriate to be applied at higher classes/grades, such as 4, 5, and 6 grades.

Example: the application of ARCS learning model at the Fourth grade, by Competence Standard: 2. Recognizing Natural Resources, economic activities, technological progress at regency/municipality, and province. Basic Competence 2.1 describes economic activities, which relate to natural resources and other potencies at the related region. In which, the indicators include: (1) identify types of natural resources and other potencies at the related region, (2) describe benefits of natural resources and other potencies at the related region, (3) recognize economic activities that relate to natural resources and other potencies at the related region, (4) describe the need to preserve natural resource and other potencies at the related region.

The steps are as follow: *a. Remind the students on concept that has been learnt (Attention).* Teacher tries to focus the students' attention by repeating the previous materials, using attractive medium, asking questions that relate to materials, which have been taught. *b.*

Describe the objectives and benefits of learning (Relevance). Teacher describes objectives and benefits of learning, which relate to the subject material of natural appearances and the influence of socio-culture. Teacher relates the learning, which will be learnt, and factual examples in daily life of the students. *c. Transfer materials of the subject (Relevance).* Teacher transfers the learning materials by using small group discussion method. The students make a group to complete the Assignment Sheets, and each group consists of 4-5 students. *d. Guide the study (Relevance).* Students discuss to do the activities in accordance with Assignment Sheets and teacher should give guidance during the group discussion. *e. Give opportunity to the students to participate in learning activity (Confidence).* The students will report results of their discussion before the class and their friends respond them, ask questions or give suggestions. *f. Provide feedback (Satisfaction).* Students pay attention on the teacher's explanation about materials that have been taught and teacher should provide feedback. Students will solve the problem in relation to materials that have been taught. The problem was given spontaneously during the learning process. *g. Conclude each material that has been presented at the end of learning activity (Satisfaction).* Students will present the conclusion of materials that have been taught. Teacher reemphasizes the materials that have been taught.

Objectives of ARCS learning model are to manage motivational conditions of the students, such as attention, relevance, confidence, and satisfaction, which are intended to motivate and maintain the motivation to follow learning activities. In this learning, teacher should be wise, prudent, and capable in creating conducive, comfortable, and enjoyable atmosphere in class.

CONCUSION

ARCS learning model is learning model, which give priority to the students' attention, adjust learning materials to learning experience of the students, increase self-confidence of the students, and encourage self-satisfaction of the students. Such learning covers effective and enjoyable study that may affect success of the students and bring benefits for the students' life. The students are strongly motivated in influencing their interests and willingness to study. Therefore, the teachers would be motivated to encourage the students' spirit by creating enjoyable learning activities in order to comprehend concepts that have been learnt by the students.

ARCS learning activities do not only offer materials that must be learnt by the students. Furthermore, the students are taught how to create good emotional relationship during study.

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DISCOVERY-INQUIRY LEARNING APPROACH
STUDY ON THE IMPLEMENTATION OF
THE NATIONAL CURRICULUM ON LEARNING ACTIVITIES

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ABSTRACT

National Curriculum which is the development of the curriculum in 2013 more process-oriented, ie the process of learning is thematic, contextual, and integrative, which emphasizes the cultivation of character and values (values) with a scientific approach (scientific). The learning process should be based on the principle: a student-centered, interactive, make the most of the environment danjejaring, students actively conduct the inquiry process (discovery-inquiry), removed from the real world, based on the team (team teaching), meaningful learning (the rules of association), observations (observation) using all the senses, cooperative learning, using multimedia, based on the needs, interests and potential students, facilitates diversity of individual initiative, students are given the confidence, responsibility and autonomy in learning, and develop critical thinking skills and creativity of the students. The National Curriculum requires teachers to be able to carry out learning activities that can facilitate the development of student competence includes attitudes, skills and knowledge in a balanced manner. One model of learning that are relevant to the characteristics of the national curriculum is learning to pendekatandiscovery-inquiry. This learning is suspected can improve students' understanding of learning content (product of science), while developing the skills and scientific attitude. Discovery-inquiry approach, consists of five main steps, namely: engage, explore, explain, elaborate, and Evaluate. The National Curriculum requires teachers to be able to carry out learning activities that can facilitate the development of student competence includes attitudes, skills and knowledge in a balanced manner. One model of learning that are relevant to the characteristics of the national curriculum is learning to pendekatandiscovery-inquiry. This learning is suspected can improve students' understanding of learning content (product of science), while developing the skills and scientific attitude. Discovery-inquiry approach, consists of five main steps, namely: engage, explore, explain, elaborate, and Evaluate. The National Curriculum requires teachers to be able to carry out learning activities that can facilitate the development of student competence includes attitudes, skills and knowledge in a balanced manner. One model of learning that are relevant to the characteristics of the national curriculum is learning to pendekatandiscovery-inquiry. This learning is suspected can improve students' understanding of learning content (product of science), while developing the skills and scientific attitude. Discovery-inquiry approach, consists of five main steps, namely: engage, explore, explain, elaborate, and Evaluate. This learning is suspected can improve students' understanding of learning content (product of science), while developing the skills and scientific attitude. Discovery-inquiry approach, consists of five main steps, namely: engage, explore, explain, elaborate, and Evaluate. This learning is suspected can improve students' understanding of learning content (product of science), while developing the skills and scientific attitude. Discovery-inquiry approach, consists of five main steps, namely: engage, explore, explain, elaborate, and Evaluate.

Keywords: scientific, discovery-inquiry, the product of science, scientific process skills, and scientific attitudes.

The era of globalization is the information age. The era of globalization is characterized by rapid change and unpredictability as well as opening up opportunities to the level of competition between individuals. Changes that occur and opening up opportunities to compete are the opportunities and challenges for individuals who are competitive and full of initiative, but it would be disastrous for those who do not have the required competence.

In order to prepare the sons and daughters of the Indonesian nation entered the era of globalization, education plays a very strategic. Through the practice of proper education, we can equip and develop competencies dipersayaratkan to children (read: students) to be able to compete and we can live well in the era of global competition. One of the efforts that have been and continue to be the

government is making changes to the curriculum tailored to the demands of Characteristics and scientific developments as well as changes in the era of human life. National curriculum which is a translation of the curriculum in 2013, has different characteristics to the previous curriculum. National Curriculum more process-oriented, ie the process of learning is thematic, contextual, and integrative,

Each curriculum with individual characteristics, attitudes and behavior requires a different teacher when conducting learning and learners when learning. However, in reality the curriculum changes do not necessarily change attitudes and perlaku teachers in performing their duties. Many teachers are not concerned with changes in the curriculum and the changes taking place in society. They tend to retain the learning model that is routinely performed. This can be observed from the behavior of teachers when

implementing the learning activities. There are at least six things that show a discrepancy between the learning process is carried out with the demands of teachers in the school curriculum and the global community, namely: 1) Teachers still tend to organize the learning process is general and theoretical, while the global society each individual is required to be able to solve problems that are specific only be obtained through observation and direct involvement in specific activities. 2) Education requires teachers so that each participant didikmencapaimastery matery without pempertimbangkan individual differences of learners. While each individual in the community do not have to master the mastery in all areas, but more are required to share the duties and responsibilities (jobs and responsibility sharing) accordance their respective fields. 3) The learning process is less demanding learners to use the tools of thought (tool-lessthought) which emphasizes on the quality of the learning process through a scientific approach, but more emphasis on the content (content) lessons to be learned learners. While in the community is required to use the tools of cognitive (cognitive tools) optimally. 4) The learning process is more directed at the development of symbolic thinking (symbolic thinking), while people are required to engage directly (direct Involved). 5) The majority of teachers still seated learners as passive recipients of information and teachers act as the sole source of information. While communities in the global era requires the ability to search, select and sort information (information searching). 6) Evaluation study science is focused on science products, while in the development of science and technology in society requires the mastery of science process skills and scientific attitude. 4) The learning process is more directed at the development of symbolic thinking (symbolic thinking), while people are required to engage directly (direct Involved). 5) The majority of teachers still seated learners as passive recipients of information and teachers act as the sole source of information. While communities in the global era requires the ability to search, select and sort information (information searching). 6) Evaluation study science is focused on science products, while in the development of science and technology in society requires the mastery of science process skills and scientific attitude. 4) The learning process is more directed at the development of symbolic thinking (symbolic thinking), while people are required to engage directly (direct Involved). 5) The majority of teachers still seated learners as passive

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If the process of education that takes place in schools can not adapt to the changing demands of the curriculum and the needs in the community, at the end of the school / education would not be able to deliver the participants didiknnya to be able to live in society but on the contrary will cause them alienated from society. Therefore, the process of education must make changes continuously to be able to adjust to the demands that arise in the life of society. One effort that can be done is to change the orientation of the learning objectives that originally oriented content (content) into berientasi the achievement of competence through thematic learning process, contextual, and integrative scientific approach in accordance with the demands of the curriculum in 2013.

DISCUSSION
Characteristics of the National Curriculum

National Curriculum as the elaboration of curriculum in 2013 has the particularity that is different from the previous curriculum, the CBC in 2004 and SBC in 2006. The differences are presented in the Training Materials Curriculum 2013, the Ministry of Education and Culture, in 2013, including:

In the CBC in 2004 and SBC in 2006, derived from the Graduate Competency Standards Content Standards, whereas in 2013 the curriculum Graduate Competency Standards derived from necessity;

In the CBC in 2004 and SBC in 2006, the Content Standards formulated based Course

Objectives (Competency Standards Graduates subjects) are broken down into Competence Standard and Basic Competence Subject, while the curriculum in 2013, the Content Standards derived from Graduates Competency Standards through core competencies are free subjects.

In the CBC in 2004 and SBC in 2006, there is a separation between subjects forming attitudes, forming skills, and forming knowledge, whereas in 2013 the curriculum, all subjects should contribute to the formation of attitudes, skills and knowledge.

In the CBC in 2004 and SBC in 2006, competencies derived from the subject, while in the 2013 curriculum, subjects derived from the competency.

In the CBC in 2004 and SBC in 2006, subjects separated from one another, such as a collection of separate subjects, while in 2013 all curriculum subjects bound by core competencies (per class).

There are seven characteristics of the curriculum in 2013 that must be understood by the teacher as curriculum implementers in the front row in the overall educational process. Depth understanding of the characteristics of the curriculum in 2013 with a strong commitment of teachers to implement it will greatly influence the attitudes and behavior in implementing the learning activities. To that end, an obligation for us as teachers to seek to understand the national curriculum and maintain a commitment to carry out the task as well as possible. Seven characteristics of the national curriculum as set forth in Attachment Regulation of the Minister of Education and Culture Number 67 Year 2013 About the Basic Framework and Curriculum Structure of Primary Schools / Islamic elementary schools, are: 1) to develop a balance between spiritual attitudes and social development, curiosity, creativity, cooperation with intellectual and psychomotor abilities; 2) The school is part of a community that provides a planned learning experience where learners apply what is learned in school into the community and take advantage of the community as a learning resource; 3) develop the attitudes, knowledge, and skills and apply them in various situations in schools and communities; 4) provide sufficient time freely to develop the attitudes, knowledge, and skills; 5) competence is expressed in the form of class core competencies specified further in basic competencies lesson; 6) class core competence becomes an element of organizing (organizing elements) basic competence, where all the basic competencies and learning processes developed to achieve competence stated in core competencies; 7) kompetensidasar developed based on the principle of cumulative, mutually reinforcing (reinforced) and enrichment (enriched) antarmatapelajaran and education level (horizontal and vertical organizations).

Based on these characteristics, if are associated with learning activities that must be carried out by teachers leads to the conclusion that the national curriculum learning requires a paradigm shift towards diversity or differences in accordance with the demands of the needs and potential of learners, learning outcomes rather than uniformity. Teachers are required to continue to develop the abilities that are expected to carry out the learning process in accordance with the quality and characteristics of the national curriculum. In this case, learning activities should be based on the following principles: 1) Student-Centered (student center) is not centered on the teacher (teacher center) like the case today. Siswalah should actively learn while teachers act as facilitators of student learning. 2) Learning should be interactive and not one-way. Students are given the widest opportunity to interact with teachers and fellow students as well as with a variety of learning resources. Through interactive learning process allows the exchange of knowledge between teachers and students and between students and other students. 3) Utilize as many danjejaring environment as a learning resource that can help students achieve competency cognitive, affective, and psychomotor skills in a balanced manner. Students are exposed to a learning environment that is free. 4) Learning should facilitate students to actively conduct the inquiry process (discovery-inquiry) through a scientific approach. The active involvement of students in the process of investigation to help students find the concept and his own knowledge. 5) teaching materials should be removed from the context of the real world. Teachers are required to be able to identify the components of real-life identical to the contents of teaching materials and integrated in the learning process. The purpose of learning emphasis on creating an understanding, which demands creative-productive activities in the real-world context. 6) Teaching is not carried out by the teacher indidual, but the study conducted on the team (team teaching). Two or three teachers (same or allied subjects or different) implement learning activities with a particular theme at the same time. This allows for learning with a multidisciplinary approach that can take students on the understanding that knowledge does not stand alone but related to one another. 7) Applying the principle of learning bermaknadengan linking between concepts are studied and the concept or prior knowledge of students (rules of engagement). Learning is the meaning of knowledge and learning

is the process of digging meaning. Brain (mind) serves as a tool to interpret the meanings that appear unique. 8) Five senses is the receiver of information. Through the process of learning, teachers must help students develop sensitivity senses. For that, the learning process must involve a process of observation (observation) to use all the senses to stimulate the development of students' sensory sensitivity. 9) Utilizing a variety of instructional media and educational technology equipment (multimedia) to help facilitate the understanding of, and interest and enthusiasm siswadalam learning. 10) Students are facilitated to develop collaboration capabilities through a cooperative learning experience, not the individual learning experience and competitive. Learning per se has a social aspect, and group work is invaluable. Some research indicates that cooperative learning has a significant influence on the development of children's social skills and intellectual rather than individual learning environment and competitive. 11) Human beings are unique. Every individual has an interest, talent, and other potential different. The task of the teacher is to explore and facilitate the potential of the students can stand optimally developing States. In this case, the learning must be tailored to the needs, interests and potential students. 12) Learning should be memfailitassi diversity initiative of individual students. Provide choice tasks. Provide a choice how to show success. Provide enough time thinking and writing tasks. Do not use too many tests that have been timed. Provide an opportunity to think again. Involve concrete experience. 13) Students are given the confidence, responsibility and autonomy in learning. Control of learning held by students, while teachers provide guidance and direction. Trust and responsibility are essential elements in a learning environment that could determine the success of student learning. 14) Develop critical thinking skills and creativity of the students. For that, the learning process should mendorongmunculnya: discussion on the knowledge learned, divergent thinking, various types of overflow of thoughts / activities, critical thinking skills,

Why Should Approach Discovery-Inquiry?

Knowledge and technology continues to evolve dynamically. The development of science and technology is the result of a survey of human activity that is driven by curiosity and the efforts to solve the problems facing humanity. Activities for gaining knowledge and technology is done through a systematic process called the scientific method is based on the

scientific attitude. Therefore, the development of knowledge and technology that occur with the progression of the scientific method and scientific attitude. Thus, the development of science and technology essentially involves three aspects, namely: 1) the scientific attitude: Beliefs, values, opinions, and other affective aspects inherent in individual self actualization is shown by the way in thinking, acting, and acting. For example: curiosity (curiousity), humble (humality), skeptical (Skepticism), objectively, do not hastily conclude unsupported by sufficient data to solve problems, and so on. 2) process or the scientific method: The investigation process is done to solve the problem. For example formulating hypotheses, designing and conducting experiments, conduct surveys, evaluate the data, measure and so forth. 3) Scientific Products: Fact-fata, principles, laws, theories, and so on as the conclusion of a series of results of scientific processes. measure and so forth. 3) Scientific Products: Fact-fata, principles, laws, theories, and so on as the conclusion of a series of results of scientific processes. measure and so forth. 3) Scientific Products: Fact-fata, principles, laws, theories, and so on as the conclusion of a series of results of scientific processes.

Scientists studying the phenomenon and seek solutions to the problems faced by a series of activities the assessment of facts / theories and formulate hypotheses (rational assessment), conduct experiments and / or surveys, observations, as well as data processing and analysis (study emprik). The series of events is a process of inquiry to discover new knowledge. In carrying out the process of inquiry, they cling to the values of the so-called scientific attitude. They also do a wide variety of experiments and statistical procedures in an attempt to clarify the mysteries into his study. Through these activities they managed to make discoveries (discovery), in the form of knowledge called scientific products.

Science develops through a process called the scientific method is rational and empirical. The scientific method is systematic, namely: 1) preceded by the problem, 2) conduct a study of facts and theories, 3), proposed a hypothesis, 4) making observations through trial, 5) analyze data on the pengamtan, and 6) to draw conclusions. In education, the stages of the process or the scientific method is then used as the approach in the learning process. One approach to science learning based on the scientific process is the discovery and inquiry approach.

Discovery Approaches and Inquiry

*Discovery*and inquiry is one approach to learning. This approach is recommended with the premise that every child (student) basically had the curiosity (curiousity) high. Education should be

able to maintain and develop children's curiosity through a learning process that can provide a unique and interesting experience and be able to actualize the children's curiosity.

Is the discovery and inquiry? Carin and Sund (1975: 97) defines that "discovery Occurs when an individual is mainly Involved in using his mental processes to mediate or (discover) some concept or principle." On the other, Carin and Sund mentioned that discovery involves processes mental to assimilate concepts or principles such as: observing (observing), classification (classifying), gauge (measuring), predicted (predicting), explain (describing), and guess / estimate (inferring). Funk et al. (1979: 3-65) a sixth grouping process skills such as basic process skills. In prosesinquiry, children perform higher mental activities as proposed by Curin and Sund (1975: 98), that "... the individual tends to act more like a muturing adult." Funk et al. (1979:

Scientific inquiry (inquiry) in a broad sense can be defined as an attempt to look for the truth or knowledge (knowledge). Activities in scientific inquiry includes identifying and formulating the problem, formulating hypotheses or answer while rational for the problem, and design and conduct investigations / research to test the hypothesis. The key to scientific inquiry is the submission problems or questions meaning or value (a significant) of an object or phenomenon. The questions arise because of the curiosity which then encourages the process of scientific inquiry to find answers rationally and empirically tested. Mastery of basic science process skills are a prerequisite to master the integrated science process skills.

Environment presents a very interesting phenomenon, and full of mystery. Through learning activities with discovery-inquiry approach, the child will feel challenged to interact with nature and the environment surrounding the test beliefs and ideas with the discovery of new evidence. This of course will foster scientific attitudes in children.

Discovery- inquiry approach will give birth to at least four advantages for students, namely: 1) the development of intellectual potential of children, 2) the emergence of a stronger intrinsic motivation rather than extrinsic, 3) heuristic learning through discovery, 4) concepts and principles learned longer remembered.

Being a scientist means to embody the attitudes and behavior in approaching and seeking answers to a number of problems that meets their minds. Relation to the activities of science lessons in schools, in order to realize the students who have the academic

competence, namely academic skills such as the skill to inquire scientifically in solving various problems, then the orientation of the learning process of science should not only be directed at the mastery of the product or content (content) of science but must be directed on pegembangan science process skills.

Table 1. Science Process Skills

Science Process Skills	
Basic	**integrated**
▪ Observe ▪ classifying ▪ Communicating ▪ Mangukur ▪ predicting ▪ Summing (inference)	▪ identifying variables ▪ Constructing a table of the data ▪ constructing charts ▪ Explaining the relationship between variables ▪ Collect and process data ▪ analyzing investigation ▪ formulate hypotheses ▪ Operationally defining variables ▪ designing investigation ▪ conduct experiments

Science learning approach that is directed at the development of skills in general scientific process called the scientific approach (scientific approach). There are many benefits students through the learning process approach, science include: 1) increasing the intellectual potential of students; 2) generate more intrinsic than extrinsic motivation; 3) develop self-concept on students; 4) the concepts studied longer stored in the memory; 5) improve social and emotional intelligence; 6) gives a broader opportunity for students to assimilate and accommodate the information in the learning process; 7) into a student-centered learning (student centered).

One's intellectual potential will only develop if he often uses his brain to think. Through science process skills approach, students are encouraged to perform high mental activity and trying to find (discovery) concepts taught himself. As a consequence of the success of the students find their own concepts learned cause vibration intellectual (intellectual thrill) and vibration emotions (emotional thrill) in him. This is a tribute intrinsic or self-satisfaction that is priceless to him. Teachers often try to provide extrinsic rewards but often not succeeded in arousing interest in student learning because students do not enjoy learning atmosphere that it faces. If we want to make students enjoy learning fun it must be planned a learning system that can offer intrinsic satisfaction for the students. It should be emphasized that only through learning science process skills, students have the opportunity to conduct discovery and

solve the problems that it faces. Through the process of skills development, students are slowly learning how to organize and conduct an investigation so that in time will form prowess conduct scientific inquiry. With the skills of scientific inquiry that has been held, the students will enjoy learning she lived. students have the opportunity to conduct discovery and solve the problems that it faces. Through the process of skills development, students are slowly learning how to organize and conduct an investigation so that in time will form prowess conduct scientific inquiry. With the skills of scientific inquiry that has been held, the students will enjoy learning she lived. students have the opportunity to conduct discovery and solve the problems that it faces. Through the process of skills development, students are slowly learning how to organize and conduct an investigation so that in time will form prowess conduct scientific inquiry. With the skills of scientific inquiry that has been held, the students will enjoy learning she lived.

Learning activities with science process skills approach encourages the involvement of students' mental intensely so in addition to developing their science process skills, also learned the concept can be understood in more depth and relatively longer stored in its memory. This happens because the students do not learn by simply listening to the information submitted teacher but he saw and engage directly perform activities of scientific process.

Watson in Carin (1975: 101) argues that the basic principles of learning psychology is the greater involvement of students in learning activities, the higher the learning abilities. Many teachers think that when students learn, they do asimilisasi on some of the information it conveys so lead to better teaching and learning that is more centered on the teacher (teacher centered). This view is too narrow, because it involves various aspects of learning in total which contribute to the formation of an individual's personal intact. For example in learning through skills development process, students not only learn about the concepts and principles but also learn to understand themselves, responsibility, social communication, emotional control, and so forth. All of which are essential values that must be developed in students that can only happen if a student-centered learning (student centered) as the learning process skills approach. Through learning approach science process skills, students' understanding of concepts and principles that will be studied more in depth because it opens wider opportunities to assimilate and accommodate the information

obtained solely through the process of science is doing; in addition, encourage the development of self-understanding, responsibility, and an increase in social and emotional intelligence of students better. This is impossible when the teacher-centered learning.

Discovery Science Teaching Approach-Inquiry

Learning science-based discovery-inquiry, should be the key issues that should be the subject of study for teachers, especially teachers of science, as occurs in developed countries. Various studies presented dalamNational Research Council, shows that the "Inquiry into authentic questions generated from student experiences is thecentral strategy for teaching science" (National Research Council, 1996). The learning model approach to discovery-inquiry often called learning berbasisdiscovery-inquiry, consists of five steps called 5ES-engage, explore, explain, elaborate, and Evaluate-and is based on a constructivist philosophy of learning (Teacher Created Materials, 2009) , The five steps are: Engage: In this step, the teacher introduces a topic or concept by asking questions, demonstrations or present an event that contains puzzles (puzzeling event) that generate interest, raises admiration, or challenging. Activities are designed to stimulate interest, curiosity, and the students' attention. At this stage, the teacher is not looking for the "right answer", but rather to encourage students to dare to express or speak so that it can be seen what is already known to the students regarding the topic and discuss what else you want to know the students.

Explore: During the exploration, the students are guided to perform a variety of problem-solving activity or experiment designed to help them explore topics and connect with other concepts related. This activity is designed to help students to understand the topic in a more meaningful memlaui discovery-inquiry process, while developing science process skills and the transformation of scientific attitude in students. These activities are carried out in a group or team. During this stage, students share experiences related to the topics / issues, while the teacher acts as a facilitator, providing support / material needed, and guide the students to stay focused.

Explain: In this step, the teacher helps the students in the patterns, analyze the results, and / or drawing conclusions based on the activities and investigations that have been carried out. At this stage, the teacher also helps to affirm straighten meaning of newly learned concepts and vocabulary relevant.

Elaborate: At this stage, students build concepts or ideas they have learned and make connections with other concepts related and

menghubungkanya with new situations in a real-world context.

Evaluate: In the last step, teachers evaluate or assess students' understanding of the topic is newly learned. Evaluation can be done formally or informally, but should be able to reveal clearly, what you have understood the students related to the topics that have been learned through learning activities that have been dikutinya.

CONCLUSIONS AND SUGGESTIONS
Conclusions

The main characteristics of the national curriculum which is a translation of the curriculum in 2013 is to develop a balance between the spiritual and social development of attitudes, curiosity, creativity, cooperation with intellectual and psychomotor ability, as well as develop the attitudes, knowledge, and skills in relation to the real-world context.

Science and dynamically developing teknoilogi which essentially includes three elements, namely: 1) scientific attitudes: beliefs, values, attitudes and other affective aspects inherent in the individual that influences the way of thinking, acting, and acting; 2) the process of science or the scientific method: the systematic investigation undertaken to solve the problem; 3) product: the facts, principles, laws, theories, and so on as the conclusion of a series of results of scientific processes.

Discovery-inquiry-based learning, consists of five main steps, namely: engage, explore, explain, elaborate, and Evaluate. This learning is suspected can improve students' understanding of learning content (product of science), while developing science process skills and scientific attitude.

Suggestions

Teachers are encouraged to constantly strive to learn and understand the curriculum nasionalserta keep the commitment and enthusiasm to implement the best possible way.

Make learning by discovery-inquiry approach or scientific approach to become a major review to be developed according to the conditions and characteristics of the schools served students.

Mastered the subject matter, the scientific process skills, and scientific attitudes that will be taught and believe that learning steps undertaken to develop ketiganyya and you are able to do before learning implemented.

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THE EFFECT OF GROUP GUIDANCE SERVICE WITH ROLE PLAYING TECHNIQUE ON THE ABILITY OF NONVERBAL COMMUNICATION ON CLASS XI IPS

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ABSTRACT

The purpose of this study is to determine whether nonverbal communication skills on class XI IPS 4 SMAN 6 on Academic Year 2015/2016 will increase after being given guidance services group with role playing technique. This research is a quasi-experimental design with pre-test and post-test. Data were collected by using a nonverbal communication skills questionnaire which consists of 31 items, then the questionnaire were tested and analyzed by researchers to obtain valid and reliable first. The sample in this study were taken by using purposive sampling method from class XI IPS 4 SMAN 6 on academic year 2015/2016 with 36 students. The function of questionnaire is to determine the level of nonverbal communication skills of students, 10 students obtained low nonverbal communication skills and need to get guidance group service with role playing technique. From the results of the analysis of the obtained data of Pre-Test shows the average ability of students' nonverbal communication is 5,5 that is included as low category, and average of Post-Test is 18,2 that is included as high category. Hypothesis testing technique use the Wilcoxon test formula or Jtest with the result is Jtest > Jtable = (27 > 7), then there are significant effects between the execution of the guidance group service with role playing technique in improving nonverbal communication ability of the students of Class XI IPS 4 SMA Negeri Medan 6 on academic year 2015/2016 on the real level of = 0,05.

Keywords: guidance group service, role playing, nonverbal communication

Humans are social creatures. S/ he can only thrives and acts as a human with relate and work together with other human beings. Wherever people live and whatever their work, people are always need of communication with others. So not only lecturer, student, politician, lawyer, seller, or preacher who must be skilled at communicating, but almost all positions and circles. According to Mulyana (2010: 6) people who have never communicated with humans can be sure will "get lost", because they did not have time to organize themselves in a social environment. Communication is allowing individuals to construct a frame of reference and use it as a guide to interpret any situation s/ he faced. The communication also enables them to study and implement adaptive strategies to address the problematic situations which they entered. The communication seeks to bridge between thoughts, feelings and someone's needs with the world beyond. Communication build people' contacts by showing the existence of her/ himself and trying to understand the will, attitudes and behaviors of others.

The nature and character of each person is very different and sometimes is difficult to predict. Often, we snapped at someone's behavior who has been predicted good, apparently have unpleasant character that unknown by anyone. Appearance and word often deceive us. Therefore, communicate is the most important things to find out in how one actually is. So that, we get an idea of how to understand other people, both of deficiency or excess. High School students entered the stage of development of the mid-teens. Adolescence, according to Mappiare (in Ali & Ansori, 2011:9), took place between the age of 12 up to 21 years for women and 13 years up to 22 years for men. Teenagers are among children and adults. Therefore, teens are often known by the phase of "searching for identity" or "typhoon and hurricane". At the stage of mid-teens desperately need friends. There is a narcissistic tendency is to love her/ himself, by more like friends who have nature in common with her/ him. At this stage the teenager in a condition of confusion because it is still hesitant to choose, sensitive or caring, in a group or alone, optimistic or pessimistic, and so on.

On the grade XI IPS 4 of SMA Negeri 6 often happened misunderstanding in communication with students of other classes due to lack of sensitivity towards nonverbal behaviors so that can disrupt the socializing between the students of the school. This is caused by students in grades XI IPS 4 of SMA Negeri 6 haven't been able to understand the nonverbal communication very well. Nonverbal communication skills is very important for students of SMA Negeri 6 in order to avoid conflicts between the members of the school community.

Based on the data above, the authors see that teens need help to understand the nonverbal

language. This can be done by the teacher in the BK. Changes that occur during adolescence will affect individual behavior depends on the ability or willingness of individuals at adolescence to express concern and anxiety to others, so that he can gain a new perspective and better. In order to resolve problems that are often found in SMA Negeri 6 Medan, there is one of the techniques in counseling to provide aid to students conducted by a coach/ counselor through the activities of the guidance group services that can be useful to prevent the development of problems faced by students. In the guidance group services, there are several number of techniques, namely home room, field trips, discussion groups, group activities, student government, socio-drama (role playing), psychodrama, and teaching remedial (Tohirin, 2007:273). From some of the techniques above, the author uses role playing with the aim to help students find a sense of self (identity) in the social world and solve the dilemma with the help of the group. " That is, through role playing students learn to use the concept of roles, aware of the different roles and the thought of her/his behavior and the behavior of others.

The group is a group of people who have a common goal that interact with each other to achieve a common goal, to know each other, and looking at them as part of the group. The holding of guidance is necessary in order to achieve the purpose of the group. According to Gazda (Prayitno, 2004:309) suggested that the guidance group in schools is an activity information to a group of students to help them make a plan and the right decision. According to Prayitno (1995:36), guidance group is a service of guidance and counseling which allows the number of learners together through group dynamics acquire a variety of materials of certain resource persons (especially of Teachers Advisors) that are useful to support the understanding and his daily life and/ or for their development as individuals and as a student, and for consideration in decision making and/ or specific actions.

According to Hamalik (in Rafael, 2012:42), role playing is a type of simulation techniques which are commonly used for social education and human relations where in this role playing technique involves individual human beings and their behavior or interactions between the individuals in the form of dramatization. Santrock (in Rafael, 2012:42) stated that role playing is an activity which is fun. Furthermore, role playing is an activity carried out by someone to gain pleasure. Role playing is a method of guidance and counseling

group that performed consciously and discussions about the role in the group. In the classroom, a problem practiced briefly so that students can recognize the characters of the figures like what the student act or become the opponent that has or gets other role. Santrock also states that the role playing lets children overcome the frustration and it is a medium for the therapist to analyze children's conflicts and the ways they resolve.

Humans are social creatures. S/ he only can thrives and acts as a human with relate and work together with other human beings. One of the most important ways to relate and work together with humans is communication. According to Rakhmat (2001:9) suggests communication is social events, events that occur when people interact with another human being. Through communication, we find ourselves, develop self concept, and set our relationship with the world around us. Nonverbal communication according to Hall (in Mulyana, 2010:344) says this nonverbal language as the "language of silence" (silent language) and "the hidden dimension" of a culture. Called silent and hidden, because nonverbal messages embedded in the context of the communication. In addition to the relational and situational cues in the transaction communication, nonverbal messages give us contextual cues. Along with the verbal cues and contextual cues, nonverbal messages help us to interpret the whole meaning of the communication experience.

METHOD

This research is the kind of Quasi Experimental, i.e. research that provides treatment to a group of students. Such treatment is guidance group services with role playing technique.

The sampling techniques used in this research is purposive sample. The author choose the class XI IPS 4 SMA Negeri 6 which has 36 students and select 10 students who have low abality and lack of nonverbal communication as sample.

The instrument of collecting data is used to find out the ability of the students' nonverbal communication is questionnaire. According to Arikunto (2010:268) questionnaire is the "set of questions submitted in writing to the person or in this case referred to the respondent and how to answer is done in writing". The questionnaire is used because it can collect a lot of data in a relatively short time compared to other techniques, such as interview. In questionnaire will be used Guttman scale which question is answered correctly will be given a score of 1 (one) and the question is answered incorrectly will be given a score of 0 (zero).

According to Arikunto (2010:199) in the sense of prikologis, in observation there are the activities of loading of attention to the entire object

by using all of the senses. So, observing can be done through sight, smell, hearing, touch, and taste. This is actually a direct observation.

RESULTS AND DISCUSSION

The data in this study are obtained by performing a measurement on nonverbal communication ability of students by giving the question form before implementing the guidance group service with role playing (pre-test) and after the implementing of the guidance group service with role playing (post-test)

Testing Requirements Analysis

Implementation of a test question form about the communication skills of students conducted against 32 students outside the sample. In this test phase, the researcher asked the willingness of 32 students to fill out the question form on the actual state of students earnestly and honestly because in question form is not judged right or wrong answer.

After the question form accumulated, then performed an assessment of the questionnaire by making a format based on the value of the scores on every question form then score which is a subject choice at every item of questionnaire are tabulated and processed manually.

The Validity of Questionnaire of Students' Nonverbal Communication Ability

The function of the question form test is to find out whether the instrument is feasible used to obtain data on nonverbal communication skills of students using Product Moment Formula. Based on the calculation of correlation coefficients, it is obtained that correlation coefficient validity of item number 1, it is known rvalue = 0.890 where N= 32 at significance level α = 5%, then it is known rtable = 0.3494. From these results it can be seen that rvalue is greater than r table (0.890> 0.3494). Based on these data, it can be concluded that the item numbers 1 of question form about learning skills declared valid and can be used for data collection. From the 50 items, now are deployed there are 31 known valid item (can be used to obtain data) and 19 items reserved are not valid, i.e. question no. 7, 14, 15, 16, 19, 23, 25, 26, 27, 28, 30, 32, 35, 36, 37, 38, 42, 46, and 49. So the question form has 31 items which is awarded against 10 persons as the subject.

The Reliability of Questionnaire of Students Nonverbal Communication Ability

Based on the results of the calculation using Alpha Formula, it is known that r11 =

0.62 and after having consulted with the correlation index, it is included in the high category. Thus it can be concluded that the question form of students communication abilities have met the criteria of reliability so that it can be used as tool of collecting data to determine the sample.

Description of Data research results

The Pre-test Data of Students' Nonverbal Communication Ability

Pre-test data calculation can be seen in table 3, as follows:

Table 1: The results of the Pre-test (Before given guidance group service)

Number of Respodents	Score	Category
1	6	Low
2	5	Low
3	5	Low
4	7	Low
5	6	Low
6	3	Low
7	8	Low
8	4	Low
9	6	Low
10	5	Low
Total/ Average Score	55/5,5	

The Post-test Data of Students' Nonverbal Communication Ability

Post-test data calculation can be seen in table 4 below:

Table 2: The results of the Post-test (After being given guidance group service)

Number of Respodents	Score	Category
1	10	Medium
2	21	High
3	16	Medium
4	18	High
5	20	High
6	24	High
7	25	High
8	18	High
9	19	High
10	11	Medium
Total/ Average Score	182/18,2	

From table 2 is known that there are 3 students have the ability of nonverbal communication in the category of medium and 7 students have the ability of nonverbal communication in high category. On post-test the highest score is 25 (high category) and the lowest score is 10 by medium category, average score = 18.2

Based on table 1 and table 2, there is increasing the ability of students' nonverbal communication as follows:

Table 3: Description of Pre-test Data and Post-test Data

Number of Respondents	Pre-test		Post-test	
	Score	Category	Score	Category
1	6	Low	10	Medium
2	5	Low	21	High
3	5	Low	16	Medium
4	7	Low	18	High
5	6	Low	20	High
6	3	Low	24	High
7	8	Low	25	High
8	4	Low	18	High
9	6	Low	19	High
10	5	Low	11	Medium

In table 5 show that students who are classified as low at pre-test as many as 10 people, while in the post-test (after being given guidance group service) were not found students who belong to low nonverbal communication skills (high 70% and 30%). It can be concluded that there is an increase in the ability of students' nonverbal communication after given guidance group service with role playing technique.

Hypothesis testing

Hypothesis testing is done with the Wilcoxon test calculation. From the calculation, it is obtained that Jcount = 26 for number of respondents N = 10 people and retrieved Jtable = 8. In accordance with the criteria of acceptance and rejection of the hypothesis, then the hypothesis is accepted at significance level of 5%. Thus declared that guidance group service with role playing technique has a contribution in improving the nonverbal communication skills of students of Class XI IPS 4 SMA Negeri Medan 6 on academic year 2015/2016, it is seen from the average score of students ' nonverbal communication ability at the time of pre-test = 5.5, after the guidance group service with role playing technique (post-test) increased to 18.2.

Discussion

From the results of data analysis using the Jtest, is obtained that Jtest= 26 for the number of respondents N= 10 and Jtabel= 8. Which means that Jtest > Jtabel = (26> 8). Then the hypothesis that there are significant effects of group guidance service with role playing technique to improve nonverbal communication skills on class XI IPS 4 SMAN 6 on Academic Year 2015/2016.

CONCLUSION & SUGESTIONS
Conclusion

From the results of research data is categorized tahe students have the ability of

nonverbal communication that is low is 10 people. Then from the final results of the research is obtained 70% of the students already have the ability of nonverbal communication. This can be seen on the basis of the average post-test is 18,2. Based on the results of pre-test and post-test may be inferred that there is an influence of the guidance group service with role playing technique against the ability of nonverbal communication on students of Class XI IPS 4 SMA Negeri Medan 6 on academic year 2015/2016, it is known from the calculation result is obtained that Jtest > Jtabel = (26 > 8). Then the hypothesis stated that there is a significant influence of guidance group service with role playing against nonverbal communication ability of the students of Class XI IPS 4 SMA Negeri Medan 6 on academic year 2015/2016, is acceptable.

Suggestions

Based on the conclusions above, researchers ask some advice that is: a) For BK teachers, BK teachers are expected more concerned in an attempt to improve the ability of students nonverbal communication, through the activities of the guidance group service; b) For schools, It is hoped that the schools can provide infrastructures and facilities that are better in guidance counseling activities at school.

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STUDENT'S PERSPECTIVE IN USING QUIPPER IN TEACHING AND LEARNING ACTIVITIES FOR SENIOR HIGH SCHOOL IN JAKARTA

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ABSTRACT

In this digital era, technology cannot be avoided from any aspect of human life. It grows demands on almost everyone, including students to become technologically literate. The Digital technology and education are both recognized as essential to a global future. In Indonesia, ICT grows rapidly and the student changes radically. They think and process the information fundamentally differently. To encourage the students to improve their knowledge through the use of digital technologies, Quipper School as an e-learning service is designed comprehensively for teachers and students to help learning process continue effectively with the benefit of digital technology. Using this service, teachers can manage classes and assign classes work or homework easily and efficiently. There are some factors which are affected to the learning process using Quipper School, supporting effect and inhibiting effect. In order to improve Quipper in ELT, the researcher wants to know what are students perspective through the Quipper School. From the findings of this research, the researcher are hoped to improve the quality of Quipper School because ICT can promote lifelong independent learning skills.

Keywords: *digital technology – ICT – quipper school - student perspective*

Learning elements include learning objectives were formulated clearly, the subject matter are arranged in a coherent and up to date, means learning infrastructure adequate learning conditions comfortable, use appropriate learning methods, the use of media that is able to support the students learn better, learning resources is not limited to textbooks but use digital media are easily accessible, and the evaluation is done by involving students. Application of optimal learning elements will affect the success of learning and improve student achievement. Learning conditions in fact show different things, during the implementation of the learning process is still ignoring some elements of learning, including learning objectives have not been formulated clearly, the subject matter is not well organized, learning methods were not appropriate and teachers have not applied media innovative learning that encourages students to learn better, resulting in lower student achievement.

During this time, teachers are still using traditional learning media is limited to the print module. According to Nasution (2005) the use of print modules as a learning medium still has some shortcomings, among others: (1) costs more, (2) students become passive and will have difficulty learning because accustomed to receiving lessons from teachers through listen, (3) students must arrange a time to learn the discipline, (4) students accustomed to regard the teacher as the main source of learning so that the use of a variety of sources, methods and media into difficulty, (5) prepare the module takes a lot of time, effort and requires considerable expertise, (6) learning module requires a lot of facilities.The shortcomings of the use of the print module in learning, teachers should make to further innovate and choose the alternative media that correspond to the learning objectives to be achieved, so as to encourage students to learn better and increased learning achievement. The use of innovative media will also improve motivation and attention to students in understanding the subject matter.

The learning activities are still dominated by lecture method and delivery of learning materials is limited to the print module. Nasution (2005) explains that the use of the print module enables students to be passive and will have difficulty learning.

This is evident in the behavior of students when the learning process English takes place. Most students do not pay attention to the teacher's explanation, chatting with other friends, play games, and access to the internet which is not related to the subject matter. Some of the students also argued that English elusive and confusing so that their participation is reduced.QuipperSchool (QS) an e-learning service that is designed comprehensively for teachers and students to help the learning process continues effectively with the benefit of digital technology. The Digital technologies and education are both recognized as

essential to a global future. Quipper School advance and empower teachers with students online, increase knowledge and improve learning outcomes (Kusuma, 2015).

School Quipper integrate and empower teachers with students online, increase knowledge and improve learning outcomes (Kusuma, 2015). Teachers can create assignments for a class, group or individual and get immediate feedback on student performance. Recognizing the strengths and weaknesses of students is very easy. Online learning facilities provided Quipper School provides ease of school teachers, such as giving tasks and materials to the students, so the teacher does not have to correct the results of learners for automatic learning outcomes. students will be examined by the existing system in Quipper School, in addition to the ease of online learning platform service teachers could arouse the interest of learners. By using Quipper school learners are expected to master certain topics, increase their knowledge while enjoying the social features. Quipper School of interesting and like games. Learners can use Quipper School at home or wherever they can get an Internet connection (e.g. Internet cafe, library and android mobile phone). Quipper School can be accessed from any device in 24 hours a week.

Media Quipper school learning provides many benefits, but its use requires some support. Martia SMA Bhakti Jakarta has several problems facing the learning process, one of which is the Internet network is not up to class and only certain areas are inaccessible. Although there are obstacles, the students are very interested when learning a new breakthrough media collaborated with the improvement of technology and science has increased to see the effect of using the media to improve learning outcomes.

METHOD

The materials to be evaluated in this study included students perspective when using Quipper school in learning activities. The data collection utilized in this study was questionnaire prepared by the researcher. In order to do so, several questionnaire were scrutinized and the items relevant to the students perception about learning and teaching by using Quipperschool.com. A 10-item questionnaire was so prepared, and a pilot study was conducted with 33 students of SMA Martia Bhakti Bekasi. The questionnaire (see appendix) included 10 questions.

The population for this study was consisted of one class selected in SMA Martia

Bhakti Bekasi. The sample included of X.6 class out of which 33 students (22 female 11 male).

The purpose of this study was to evaluate the students perspective in using Quipperschool.com in SMA Martia Bhakti Bekasi. In order to do so, the following steps were taken. After a pilot study of the questionnaire prepared by the researcher, the 10-item questionnaire about students perceptionin using Quipperschool.com was finalized. The questionnaires were collected a few hours later so that the participants would have enough time to reflect on the questions. Later these survey results were quantified and analyzed in order to answer the research questions.

RESULTS AND DISCUSION
Results

Based on the results of research show that learning with school Quipper give better effect than on learning with conventional methods. Descriptive analysis is used to describe the percentage of each the independent variable is the use of instructional media Quipper school and learning outcomes dependent variable.

In this analysis used the formula to determine the level of the percentage scores of each respondent. For analyzing the survey data collected by means of the questionnaire, first the answers were quantified. Each option of the items was ranked (1. To a great extent, 2. To some extent, 3. Not satisfactory, 4. Not at all). In order to provide a clear picture of responses given to the 10 items of the questionnaire, the items were analyzed. As can be seen, it was be concluded that Quipperschool are "to some extent" acceptable with 58.60% for students in teaching and learning activities. Considering "to a great extent" acceptable with 23.90% for students in teaching and learning activities. However "not satisfactory" cannot be considered acceptable with 16.32% for students in teaching and learning activities. As the last result of using Quipperschool are "not at all" with 1.16% not acceptable for students in teaching and learning activities. Student Perceptions of School Learning Media Quipper Based on the results of the research questionnaire answers with students about media perception indicators Quipper school learning, the results obtained in the table 1.

CONCLUSION

Based on the research results can be concluded that: (a) Media Quipper helpful school are used in education, where students are attracted by the appearance of the media to increase knowledge and insight by reading the material and do practice questions, facilitate and complement the learning process and teach them to know the latest technology. It also helps teachers to collaborate in learning to avoid monotony and facilitate teachers

in correcting values. Based on the research results can be seen from 33 students stated the use of instructional media Quipperschool in the excellent category by 58.60%. (b) The use of instructional media Quipper school in SMA Martia Bhakti constrained so that learning is ineffective and inefficient due to the Internet network is not up to class and only certain areas as well as the material in Quipper school can not be downloaded.

Table.1 descriptive analysis percentage of student's perspective in using quipper in teaching and learning activities for senior high school in Jakarta

N o.	Questions	Sangat Setuju (SS)	Setuju (S)	Tidak Setuju (TS)	Sangat Tidak Setuju (STS)	Total
1.	Mudah bagi saya untuk mengoperasikan system Quipper school.com	8	22	4	2	36
2.	Mudah bagi saya untuk mengoperasikan Quipper school.com sesuai dengan keinginan saya.	14	20	0	0	34
3.	Interaksi saya dengan Quipper school.com mudah dipahami.	6	15	13	0	34
4.	Orang-orang yang mempengaruhi perilaku saya menyarankan agar saya menggunakan Quipperschool.com.	2	21	11	0	34
5.	Saya menjadi lebih terampil setelah menggunakan Quipper School.com.	8	21	5	0	34
6.	Secara keseluruhan Quipper school.com mudah digunakan untuk mengerjakan tugas-tugas sekolah.	8	19	7	0	34
7.	Quipper school.com memungkinkan saya untuk menyelesaikan tugas lebih cepat	4	23	6	2	35
8.	Menggunakan Quipper school.com meningkatkan keefektifan belajar saya.	9	20	4	0	33
9.	Saya suka ide menggunakan Quipper school.com	11	20	4	0	35
10.	Menggunakan Quipper school.com akan menyenangkan.	12	20	2	0	34
Total		82	201	56	4	343
	Rata-rata(%)	23,90	58,60	16,32	1,16	100

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CONTEXTUAL TEACHING AND LEARNING OF GEOMETRY IN ELEMENTARY SCHOOL

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ABSTRACT

Geometry is the part of mathematics school curriculum. This field provides students for having experience in mathematical reasoning and thinking. Students found to get hard for understanding it content. However, many parts of our cultural life consist of visual figure that correspond with geometric principles. This fact should be introduced for teaching geometry in school. The usage of contextual learning in teaching geometry helps students to understand geometry principles and connect it through their life.

Keywords: *contextual teaching and learning, geometry, elementary school*

Curriculum 2013 on elementary school designed learning activities based on integrative thematic and scientific approach. These approach were designed to develop children knowledge based on their experience, implied in their social and school environment. To develop these kind of experience in mathematics field, school should develop student centered learning activity. In fact, school and teacher has giving much attention on thematic and scientific approach, but they cannot specify them on learning activity. This problem was identified as a main problem that caused these approach cannot perform well on school. Elementary school and teacher tend to not understand these approach concept to build in class, so they have difficulties on design them on lesson plan. This condition were made learning activities cannot perform well (Akbar et al, 2015).

As a one of subject in elementary school, mathematics should teach based on students' experience. Teacher cannot only tell its concept and finish it by question related on it. For better experience, students should build their mathematics understanding based on their own experience. According to Hudson and Whisler (2008), one conception that suitable for helping teachers relate subject content into real life situations, is contextual teaching and learning. By using this conception, elementary teachers could designed learning activity that help students connect what they learn with their life and construct their knowledge from the learning process. On previous study, Riyanta (2010) used contextual teaching learning as a learning concept for enhancing students understanding on three-dimensional figures patterns. The result of this study showed that contextual teaching and learning enhanced students'

understanding and motivation on learning geometry.

Geometry as a part of mathematics have a rich content that connect to daily life. Many figures in daily life can be used as a media for learning geometry. Problems for teaching and learning geometry are lack of student' activities on learning process. This condition should get teachers' attention, especially to create student oriented learning activities on some class action researches for solving the problem (Mansur, 2010; Riyanta, 2010; Suardi, 2013; Subarkah, 2016).

DISCUSSION
What is Contextual Teaching and Learning?

Contextual teaching and learning (CTL) is a concept that can be used to help teachers make connections between subject matter and real life situations (Sears, 2003). Not only for teachers but also for students, this concept make connections between their knowledge and how its application in daily life. The main purpose of this concept is to help students become self-regulated learners. Students can find that learning should be taken in any place, wherever it is, not only in a small classroom. Thus, their experience can be used as learning resources that aim at meaningful learning for them.

Sears (2003) defined strategies related to contextual teaching and learning. The first strategy is self-regulated learning. This strategy use for both teacher and student. By this strategy, teacher can perform well in choosing the learning material, giving motivation, and preferring the best learning style for them. On the other hand, student can understand their learning style, know how the best they learn, apply their knowledge, and connect their present learning to their future activities. In fact, not all students can be a self-regulated learner, teacher can encourage them into that direction. This

strategy should be done for better teaching and learning process.

The second strategy is teaching and learning in multiple contexts. This strategy give students widely opportunities to frame their knowledge in many contexts in daily life. Teachers should pay attention to the variety learning experience that students should be done. By using variety of contexts, inside or outside the school, students learning will occur naturally anywhere. The third strategy is problem based learning. Problem based learning enhance students' creative critical thinking by apply, analyze, synthesize, and evaluate their skill and knowledge to solve the problem. The problem itself can draw in varied contexts, to show students connection between the subject material and their daily life experience.

The fourth strategy is interdependent learning groups. Learning is a social process. Contextual teaching and learning (CTL) need collaboration between students to interact about instructional activities. In collaborative and interactive learning, students get opportunity to learn various ideas and give feedback. This condition can improve students' self-esteem, help them feel safe to share their ideas, and participate on learning process actively. The fifth strategy is authentic assessment. The authentic assessment is used in curriculum 2013. This assessment make a qualitative report card. This help students' parents to see their children's learning progress in many aspects with the evidence include on it (such as portfolio).

While contextual teaching and learning are relevant thoroughly researches, the problem that educators are faced became more complex day by day. How teachers help students to construct their own knowledge become more important. Students should actively explore subject content in multiple context in order to learn how to solve a problem, complete a project, or touch their goal of study (Hudson and Whisler; 2008). This kind activities are needed to meet the expectation of meaningful learning as a part of long life learning.

Geometry on Elementary School

Geometry is the part of mathematics school curriculum. The aim of learning geometry is to understand geometric elements, make connections between them, and solve the problem related on it (Safrina et al, 2014). Contextual teaching and learning (CTL) used in class action research on elementary school geometry show that CTL can improve students' learning process (Subarkah et al, 2013; Mansur, 2010) and students being active during learning

process. CTL also improve students' understanding on geometry and improve their motivation on studying mathematics (Riyanta, 2010).

Yildiz and Baltaci (2016) use contextual teaching and learning through GeoGebra software to the elementary preservice mathematics teachers. The case study was conducted in cylindrical and spherical coordination learning in a meaningful way. Despite learning it depend on patterns, Yildiz and Baltaci check their ability to associate objects and their coordinates on the plane and space, such as key closet, lamp hung from the ceiling, and glass. This study support another findings that using concrete material help students' acquire experience and might help them develop in mathematics and geometry.

Concrete materials used in teaching and learning geometry were varied based on the subject material. Another alternative materials for studying geometry is the usage of local potential, such as traditional house. Bintoro and Zuliana (2013) use Kudus traditional house as a media for teaching and learning geometry on trapezoid area. This study design mathematics learning of geometry in the context of Kudus traditional house. Students invited to know Kudus traditional house by LCD projector, the purpose of this slide was students understand the shape well. The next step was directed students to relate the figure with trapezoid area. Besides showing Kudus traditional house in the slide, students were given trapezoid area media manipulative to help them solve problems in the worksheet. From this study, students learning their traditional house and mathematics content at the same time, which is encouraged teaching and learning in elementary school using thematic approach.

Another traditional house for teaching and learning geometry is Java traditional house. Java traditional house have an interesting form. For example, based on the roof shape, Java traditional house differ as *Panggangpe, Kampung, Limasan, Tajug* and *Joglo*.
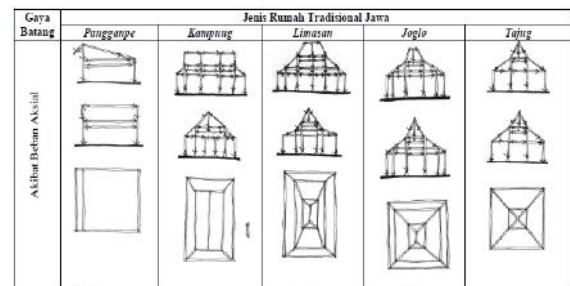
Picture above taken from Prihatmaji (2007). Besides looking this picture in the architecture point of view, this picture can be seen in the geometry point of view as we can see parallel lines, adjacent lines on the roof. So that, we can design

learning material based on the Java traditional house' roof pattern. Using culture as a context of learning mathematics is part of an approach on learning mathematics, called ethnomathematics (Rosa & Orey, 2011). This approach can be developed students' understanding mathematics based on another contextual term, culture. the field of ethnomathematics link students' knowledge through the use of cultural embedded with mathematics in curriculum.

CONSIDERATION

Mathematics is known as hard material to learn. Pervious study showed that contextual teaching and learning concept can improve students' understanding and motivation on learning mathematics, especially on geometry. The use of context in elementary school mathematics, related to thematic and scientific approach used in Curriculum 2013.

Mathematics cannot free from social interfere and culture. The use of context beside its content could develop students' understanding in answer these two questions: what is mathematics content they learn so far and how it can be applied in their life or how it connected with their daily life. The use of concrete material that related to their daily life, their culture, also important to improve students' understanding on geometry.

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PRIMARY TEACHERS' ABILITY IN DESIGNING AND SOLVING CONTEXTUAL PROBLEMS IN DIVISION WHOLE NUMBERS

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ABSTRACT

This study was aimed to describe primary school teachers' ability in designing and solving contextual problems especially in division of whole numbers. This research was held in KanisiusDemangan primary school in Yogyakarta with the subject 14 teachers. Data collection was gathered in the form of the written test at the end of the workshop. Thetest showed that there were 8 teachers that had good ability in designing and solving contextual problems in division whole numbers, 3 teachers not written the contextual problem, and the other, 3 teachers had study to design contextual problem in division whole numbers. From the analysis, we found that a teacher is struggling in understanding the concept of the division on whole numbers andthere were 5 strategies used by the teachers in solving the problems. The strategies are multiplication invers, using horizontally repeated subtraction, vertically repeated subtraction, and modeling the contextual problem using pictures that closely related to the context.

Keywords: primary teachers, ability in designing and solving problem, contextual problems, division.

Nowdays, the quality of mathematics educations in Indonesia needs to be improved. The result of PISA and TEAMS shows that the competence of students in mathematics is still lacking. Indonesia was in rank of 64 from the 65 participating countries in 2012 and in 2015 Indonesia was in rank 69 from the 75 countries participating in PISA. PISA evaluates literacy skills, the skill to solve contextual problems in mathematics and application problems in mathematics. From the result indicates that ability in solving contextual problems in mathematics is still lacking.

TIMSS evaluates mathematics ability on 8th grade student in the content of number, algebra, geometry, data and change. One of competence in number especially whole numbers is compute $(+, -, \times, \div)$ with whole numbers (Gronmo, et all, 2015). The result of TIMS shows that mathematics achievement of Indonesia students was in rank 36 from the 49 countries in 2007 and in 2011 was in rank 39 from the 43 countries participating in TIMSS. We can say that ability in numbers domain is still lacking.

There are many factors that influence the lacking of ability both on numbers ability or literacy ability that include ability to solve contextual problems. One of the factors is teacher, especially primary teachers. Campbell,et all (2014) said that mathematics ability and pedagogy ability of primary teachers have positive correlation with student achievement in mathematics. Primary teachers teach basic competence in mathematics for the children, they formalize thinking pattern in mathematics to the students. Because of that, it is necessary to improve mathematics skill of primary teachers.

The result of study that done by Hadi (2002) shows that developing model to improve teacher's professionalism is introducing a new approach in learning mathematics that can enrich knowledge and increase teachers ability in mathematics. That approach is PMRI. Learning trajectory in PMRI is illustrated as ice-berg that concludes of mathematical world orientation, model material, building stone; number relations, and formal notation (Atmini, 2010). Mathematical world orientation means using contextual or daily problems to construct mathematics thinking. The solving of that problem is using model material, number relations, and formal notation. Based on the reasons, this study aims to describe primary school teachers' ability in designing and solving contextual problems especially in division of whole numbers.KanisiusDemanganBaru primary school wants to improve students achievement in mathematics, so this study is held in KanisiusDemanganBaru primary school.

PMRI is adapted from RME, Realistic Mathematics Education that occurred in Netherland. Realistic mathematics education is founded by Freudenthal. RME take starting point in the activity of mathematics, whether pure or applied mathematics. Activity of mathematics is as an activity of problem solving, looking the problems and organizing a subject matter-whether mathematical matter or data from reality. Marpaung… said that Learning trajectory in PMRI is illustrated as ice-berg that concludes of mathematical world orientation, model material,

building stone; number relations, and formal notation (Atmini, 2010).

The key process and goal for realistic mathematics educations is mathematizing, this can involve mathematizing mathematics and mathematizing reality.Realistic mathematics educations elaborate three key principles that can be seen as heuristics for instructional design. They are 1) reinvention/mathematizing, 2)didactical phenomenology, and 3) self-developed models (Gravemeijer, 1994).

Reinvention/mathematizing similar solution procedures create the opportunity for the reinvention process. Reinvention process can be look at figure below.
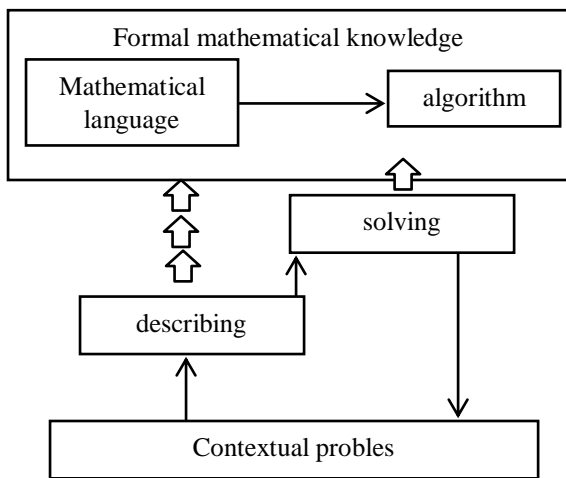

Figure 1. Reinvention (Gravemeijer, 1994: 94)

According didactical phenomenology, situations where a given mathematical topic is applied are to be investigated to reveal the kind of applications that have to be anticipated in instruction and to consider their suitability as points of impact for a process of progressive mathematics (Gravemijer, 1994: 90). Self-developed models play in bridging the gap between informal knowledge and formal mathematics.

The three principles of realistic mathematics education approach explain that to learn a material such as long division is based on student activities. First, division is associated with real-life activities, here students bring on their situation knowledge and strategies and apply them in the situation. This step is not boundaries by procedure. The next, students create a model of this situation, division problem is modelled by repeated subtraction. The last, the students write algorithm for long division.

From the explanation of realistic mathematics education, PMRI also based on the

mathematics philosophy that mathematics as human activity. Similar with in realistic mathematics education, in PMRI a problem is called realistic problem if that problem can be imagine by students. PMRI approach is a method used in teaching and learning mathematics by associating learning to imaginable situation by students or to daily life problems (Wijaya, 2011).

METHOD

The subject is 14 KanisiusDemanganBaru primary teachers. The teachers are not only mathematics teacher but also class teachers. This is a qualitative research and data collection was gathered in the form of the written test. Primary teachers' ability in designing and solving contextual problems in division of whole number is based on PMRI approach which to explain division whole number must be presented in contextual problems in real life before be solve with many strategies. Based on PMRI, there are many strategies to solve division problem. There are informal procedures (dividing on a geometrical basis, distributing one by one, grouping, using multiplications fact) and formal procedures (repeated subtraction and long division). Data are analyzed qualitatively by data reduction, data presentation, and conclusion (Miles and Huberman, 1994).

FINDING AND DISCUSSION

After primary teacher school is introduced about PMRI approach, they do test to measure ability in designing and solving contextual problems. Based on PMRI theory, teaching and learning must be associated with imaginable problems or daily life (Wijaya, 2011). First problem in test is how to design contextual problem 48÷6. After designing in contextual problem, teachers solve the problem. There are many solutions wrote by teachers.
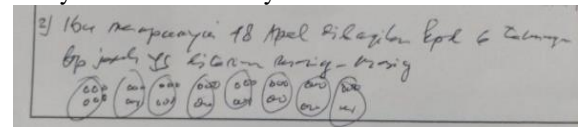

Figure 2. Error Sample in Modeling Contextual Problem in Division

Figure 2 shows that teacher has problem in solving contextual problem especially modelling the problem. Modelling the problem is unstructured procedure to make imaginable problem for students. The correct one, division number i.e 6 must illustrate the number of circle and not number of apple.Besides that, teacher only write the contextual problem without solve the problem.
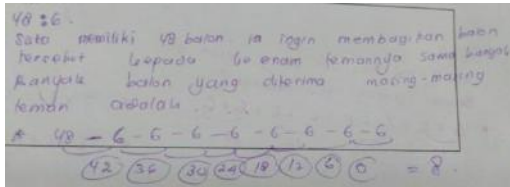
668

Figure 3. Correct Sample in Designing Contextual Problem in Division

Figure 3 shows that teacher can design the contextual problem and solve the contextual problem. The contextual problem solve by horizontally repeated subtraction strategy. 6 other teachers, 3 of them don't write the contextual problem and 3 of them had study to design contextual problem as a Figure 3. The similar error also is found on answering other division problem in figure below.
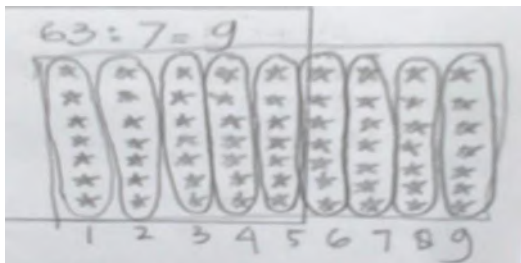

Figure 4. Other Error Sample in Modelling Problem

After teacher designing the division problem to contextual problems, the teachers solve the contextual problems. Data test show that there are many strategies used to solve the division problems. The strategies are horizontally repeated subtraction, vertically repeated subtraction, long division, and using multiplication invers. The strategies can be seen in many figures below.
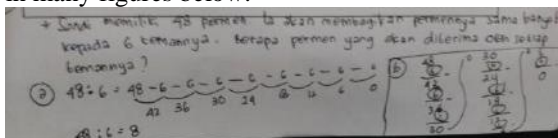

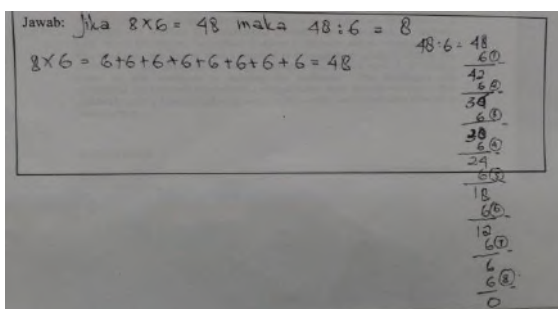Figure 5. Horizontally and Vertically Repeated Subtraction Strategies

Figure 6. Vertically Repeated Subtraction Strategy and Multiplication Invers Strategy
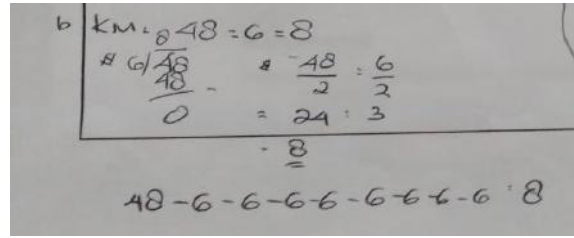

Figure 7. Long Divison Strategy

Although many teachers can write the solution in division problems, many of them only write a strategy to solve contextual program. The completely data about primary teachers' ability in designing and solving contextual problem in whole number can be seen in table below.

Table 1. Completely Data of Primary Teachers' Ability

	Ability in Design CP			Strategies to solve CP
	Correct	Incorrect	No Solution	
T1			√	-
T2	√			Long Division(1), Horizontally Repeated Subtraction(2)
T3			√	Multiplication invers(3), Vertically Repeated Subtraction(4)
T4		√		Modelling (5)
T5		√		Not Correct in modelling (5)
T6			√	-
T7		√		Vertically Repeated Subtraction (4)
T8	√			Horizontally Repeated Subtraction(2)
T9	√			
T10	√			-
T11	√			Vertically and Horizontally Repeated Subtraction (2) and (4)
T12	√			Modelling (5)
T13	√			Vertically Repeated Subtraction (4)
T14	√			-

From the table, researcher can't conclude the ability of T1 and T5 in design and solving contextual problem of division. But there is one teacher that misunderstanding in solving division problems.

CONCLUSION

The test showed that there were 8 teachers that had good ability in designing and solving contextual problems in division whole numbers, 3 teachers not written the contextual problem, and the other, 3 teachers had study to design contextual problem in division whole numbers. From the analysis, we found that a teacher is struggling in understanding the concept of the division on whole numbers and there were 5 strategies used by the teachers in solving the problems. The strategies are multiplication invers, using horizontally repeated subtraction, vertically repeated subtraction, and modeling the contextual problem using pictures that closely related to the context.

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SYNECTIC MODEL IMPLEMENTATION TO IMPROVE CREATIVE THINKING SKILL OF COUNSELOR CANDIDATE

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ABSTRACT

Preparing a counselor candidate as a reflective practitioner is essential to level-1. Counselor candidate will faced with various problems that need completion counselee appropriately. Learning at college doesn't lead skills to the formation of a reflective counselor candidate, one of which is to have creative thinking skills. In the learning process in Individual Counseling Practicum, more focused on the implementation of the stages of counseling. In this case, various learning activities are available for practicing creative thinking skill, one of which is synectic model. The purpose of this research is to improve the learning process and practice of counseling with trained creative thinking skills of students, including synthetic, analytical, and practical skills. The research design using classroom action research. Research subjects are student guidance and counseling in 2014. This action research was conducted in two cycles. The first cycle is done with the learning activities and counseling practical to REB and the second cycle is done with the learning activities and counseling practice Reality. Each cycle lasts five meetings with learning scenarios. This research resulted in quantitative and qualitative data were analyzed with descriptive statistics and interpreted qualitatively. The results showed that the model can be used to train analogy creative thinking skills in the learning process and counseling practice. Changes creative thinking skills of students can be seen from the score on the pretest-posttest in the first cycle and pretest-posttest in the second cycle. In the first cycle, students who have creative thinking skills as much as 32% higher category. The average score obtained by the students was 9.95 (58.58%). While on the second cycle, students who have creative thinking skills 77% higher category. The average score obtained by the students is 14.18 (74.63%).

Keywords: synectic model, creative thinking skill, counselor candidate

Counselors are experts in providing guidance and counseling services that are autonomous. Counselors in carrying out duties as a helping profession should have the two competencies of academic competence and professional competence. Academic competencies pursued through education Strata 1 (S1) study program of Guidance and Counseling and professional competence through education reached Profession Guidance and Counseling (Depdiknas, 2008; ABKIN, 2005). Academic competence prospective counselors prepared through learning in the S-1 among other in the course of counseling clumps. Learning counseling is a barometer of academic education provision S-1 Guidance and Counseling (Hidayah, 2009). In counseling learning, students demanded to bring creative thinking when collecting data, formulating problems, and finding the problem-solving strategies.

The results of reflection of the author's experience over 33 years supporting subject individual counseling clump, including Individual Counseling Practicum. Found students inability to construct a counseling framework with new and varied definitions as well as its inability to formulate the problem of the counselee in counseling practice. Students' difficulty to categorize problems to cognitive, affective, and behavioral. These conditions give rise to errors in the process of extracting data, interpretations data, and establishing counseling strategies. The inability of students to formulate the counselee is initiated by the inability of students to build a new idea in the form of a new definition of a counseling framework. Students have not been able to formulate new and varied counseling questions. Similarly, students are not accustomed to reflect together with colleagues at the end of the counseling practice. The condition indicates a low creative thinking skill of students in the learning of individual counseling practice.

Demands becoming creative counselors candidate has enshrined in the Indonesian National Qualifications Framework (KKNI) that is a graduate competence (learning outcomes) Study program (Dikti, 2013). Competence of graduates is in line with the concept of counselor characteristics. There are six characteristics of counselors, one of who has the ability to think openly or creative thinking (Neukrug, 2003). Education counselor is expected to meet the characteristics of creative thinking. During his education S-1, through learning experience, the students are expected to become reflective practitioners (Schön, 1983). The actions of reflection shown in the reflection on action, reflection in action, and reflection for action (Killion and Todnem, 1991 in Haarmann, 2013).

Guilford reveals that creative individuals have the ability to look for ways in different ways (Cropley and Cropley, 2005) mainly in problem solving (Vidal, 2010). Sternberg and Lubart, 1999 in Villalba (2008) states that creativity is the ability to work producing original, unexpected, and precise ideas. Sternberg (2003; 2009) explains that creativity is one of factors the formation of reflective practitioners.

Individuals process information through three creative thinking abilities, namely synthetic, analytical, and practical. Synthetic thinking is the ability to see a problem into something new. Analytical thinking is the ability to recognize the valuable and precious ideas. Analytical thinking activities provide effective resources and are able to provide problems solutions. Practical thinking is the ability to persuade or convince others, convey valuable ideas to others, practice ideas, and ready to accept feedback from others (Sternberg, 2003).

Creative thinking skills can be developed through synectic models strategies. Synectic models developed by William J. Gordon. Joyce, Weil, and Calhoun (1996; 2009) suggest that synectic model is a learning strategy that invites students to create the imagery and metaphors of the concepts learned. In line with these opinions, Meador (1994) stated that the synectic model provides the opportunity for individuals to connect abstract concepts into concrete concepts.

Synectic model has two strategies that are: making it familiar to be new or unfamiliar (creating something new) and making foreign things become familiar (making the strange familiar). Synectic models strategy chosen to develop creative thinking of students is the strategy of creating something new. Students are invited to create a new and unique definition in understanding the counseling concepts being studied. Creation of definition not only for understanding the concept, but students directly applies the new definition in the activities of individual counseling practice. The new definition is used to formulate new questions in extracting counselee data. Strategies stages creating something new synectic models are: (1) describe the current situation,]the professor asks students to describe situations or topics as they see today, (2) direct analogy I namely student proposes direct analogy, selecting, and exploring the parable , (3) the personal analogy that students use analogies that have been chosen, (4) dense conflict, students take the description of the second and third stages to make two words that contradict each other, (5)

direct analogy II, students make direct analogy based on the outcome of the solid conflict analogy, and (6) to reexamine its initial task, the lecturer asks the students back on the previous task and describe new definition.

Starting from a low ability of creative thinking of students in conducting practice of counseling, through Class Action Research (PTK) aims to improve the learning process of individual counseling practicum. The hope, lectures Individual Counseling Practicum with synectic models learning help prospective student as a candidate counselor hone his creative thinking skills.

METHOD

Classroom action research using four steps: planning, implementation, observation, and reflection (Mills, 2007). This study aims to improve learning in Individual Counseling Practicum course. Improvements made to train the candidate counselor in creative thinking skills in the learning process and counseling practice.

Research subjects were students 2014 generation who take a course in Class A Individual Counseling Practicum odd semester in 2016/2017.22 Students, 5 male and 17 female. Based on data collecting, obtained quantitative and qualitative data. Synectic model data obtained from the observations with the lecturers instrument performance in teaching and learning recording journal. While the creative thinking skills data obtained from the Journal of Student Learning Experience (JPBM), Journal of Counseling Practice Experience (JPPK), learning observation sheets, student counseling practice, and creative thinking skills inventory.

Action research procedures along with synectic model steps of learning for 10 meetings. Students are trained to find a new definition of counseling concept being studied, find a new definition of right and worth, as well as using the new definition into counseling practice to prepare counseling questions. Learning activities ended with peer's reflection activities. It is an indicator of the achievement of the action research to develop creative thinking abilities of students.

Data analysis aims to find the meaning of any data collected during action research. The collected data were analyzed by qualitative and quantitative descriptive. Data were analyzed with qualitative descriptive that is data from the Journal of Student Learning Experience (JPBM) and the Journal of Counseling Practice Experience (JPPK). While data that was analyzed by quantitative descriptive was data obtained from creative thinking skills inventory of prospective counselors. Steps of data analysis in the classroom action research involve three things: (1) data reduction, in this step, activities conducted to select and sort and classify

the data according to the research focus, (2) data presentation, exposing data is conducted that is the foundation for researchers to interpret the study, and (3) conclusion, at this stage, portrayal of research findings and data verification is conducted to draw conclusions.

Evaluation and reflection conducted by evaluating the synectic model learning process at the end of the cycle meeting. Discussions were held with students, the results are combined into a research recording journal, which contains the researchers records in conducting learning action. This journal is used to record the weakness of the study and improvement plan in the next cycle.

FINDING AND DISCUSSION

Development exercise of creative thinking skills through synectic models in counseling learning is a unique experience for students and lecturers. This exercise was conducted in two cycles of learning. First cycle lasts five meetings with learning activities and practical approach of Rational Emotive Behavior Therapy (REBT). Cycle II conducted over five meetings with learning activities and reality counseling practice. Both cycles of action research described below.

Meeting-1, mastery the main concepts of REBT approach. The learning process directed so that students find a new definition of the main concepts of REBT by finding the right metaphor to describe the concept.

The 2nd meeting, students practiced REBT with thought stopping technique. Learning began with the mastery of a new definition of thought stopping technique. The new definitions used by students to formulate vary questions in counseling practice. Class concluded with an evaluation from the researchers about the creative thinking skills of students and deployment of creative thinking skills inventory as a pretest.

The 3rd Meeting, researchers conducted a counseling practice activities reflection in the 2nd meeting. At this meeting, students did practice REBT with thought stopping technique. Researchers started the study by finding a new definition of thought stopping technique. Students brought the new definition in doing counseling practice. Students were still having difficulties to find a new definition and raise a new definition in counseling questions.

The 4th meeting, researchers conducted a reflection of counseling practice activities in 3rd meeting. The students experience in learning is to find a new definition of thought stopping and using the new definition in formulating counseling questions. Students were begun

skillfully in making parable, find a new definition, and bring new definition in counseling practice. A reflection activity with new colleagues performed by several pairs of students.

The 5th meeting, students performed simulations of REBT. Simulation of 3 students showed that creative thinking skills of students experiencing were grown. Students were able to formulate varies counseling questions based on the new definition found in the meeting 1, 2, 3, and 4. At the end of the meeting, researchers conducted an evaluation of the development of students' creative thinking skills. Class concluded by giving a motivation to students to develop creative thinking skills and creative thinking skills inventory deployment as a posttest.

The 6th meeting, mastery concept of reality approach. Researchers asked students to formulate new definition of the main concepts of reality. Students used a metaphor to describe the concept of reality.

The 7th meeting, students conducted reality counseling practice with confrontation techniques. Students initiated practice activities by understanding the concepts confrontation techniques by finding a new definition. That definition, brought into counseling practice, especially to help formulate counseling questions creatively. Class concluded with peers reflections, research evaluation, and dissemination of creative thinking skills inventory.

The 8th meeting, the students conducted counseling practice of reality using the confrontation techniques. Researchers began learning activities with a new definition invention of the humor technique. Students using new definition into counseling practice. Counseling practice concluded with peers reflections, research evaluation, as well as the encouragement to develop students' creative thinking skills in counseling practice.

The 9th meeting, researchers conducted an evaluation of the creative thinking skills of students in practice at the 8th meeting. At this meeting, students learned to define the verbal shock techniques with new definition. Students generated varied counseling questions based on new definitions found. Counseling practice concluded with peers reflections, research evaluation, as well as the encouragement to develop students' creative thinking skills in counseling practice.

The 10th meeting, researchers conducted an evaluation of counseling practice at the 9th meeting. At this meeting, three students simulated Reality counseling. Students skilled in raising questions that vary based on new definition possessed during counseling practice. Class concluded with researchers evaluation and creative thinking skills inventory deployment as a posttest.

Reflection was conducted at the end of the cycle. Reflection cycle I found the following: (1) time to convey the concept of counseling were too long, so the time to do counseling practice were reduced, (2) formation of parable dominated by researchers and students tend to be passive, (3) researchers analogy treasury were still low, (4) the development of creative thinking skills of students could not be known directly by the researchers. Reflection of the second cycle was found the following: (1) learning with synectic model on cycle II ran smoothly. The sixth step of synectic learning were done optimally, (2) the development of creative thinking skills of students was done thoroughly. Completeness could be seen from the number of new definitions were raised, especially when counseling practice were conducted, (3) peers reflection activity had been conducted by students at the end of the counseling practice well.

Based on the process cycle I and II research found the following: (1) creative thinking skills of students had increased by synectic learning could be seen from the pretest and posttest scores of each cycles. In the first cycle known that students creative thinking skills score was 9% in the category 'low', 59% category 'medium', and 32% category of' high '. While scores of creative thinking skills of students in the second cycle, 23% category of 'medium' and 77% category of 'high', (2) students were weeks enthusiastic to find parables, (3) synectic learning model with a six-step ran smoothly. Problems were found at the stage of solid conflict, (4) students enthusiastic to immediately conduct counseling practice and reflection together with peers. Here is a picture graph of creative thinking skills of students based on the results of pretest and posttest in two cycles.
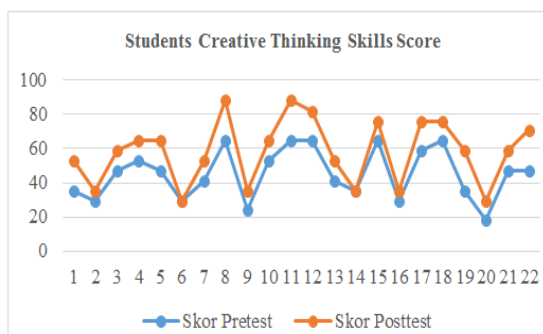

Figure 1. Pretest and Posttest Scores First Cycle

Based on the graph above, it can be seen that the learning cycle I, the average students

pretest score was 7.68 (45.17%) and posttest score was 9.95 (58.58%). The results of the pretest and posttest was found that creative thinking skills of students increased by 13.41%. In other words, creative thinking skills of students in the first cycle in the category "sufficient".
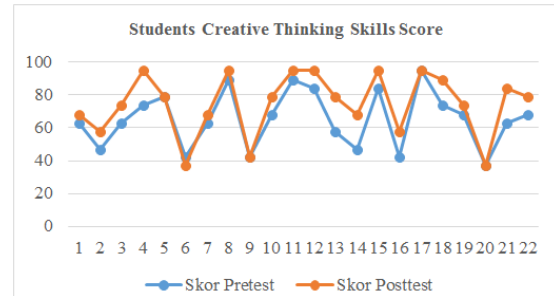

Figure 2. Pretest dan Posttest Score Second Cycle

The average students pretest score in the second cycle was 12.45 (65.53%) and students posttest scores at 14.18 (74.63%). Pretest and posttest results known that the change of percentage score by a margin of 9.1%. In other words, creative thinking skills of students in the second cycle, is in the "good" category.

Based on the three forms of skills in creative thinking, students have achieved mastery in synectic and analytical thinking skills. Practical skill only possessed by a few students. This action research gives varies results for the development of students creative thinking skills in both the learning and counseling practice.

The results of actions research strengthened from activities of counseling practice exam. Collecting data on the counseling practice exam obtained consistent results with the analysis as the result of pretest and posttest, and the analysis of the development of students creative thinking skills at every meeting as well. 5 students had been found who do not have the skills to think creatively and 17 students who already have the skills of creative thinking in the counseling practice.

The success of learning is influenced by several factors, so the success of this action research synectic models. A number of factors play a role in the success of which is the activity of students as one of the keys to success in learning synectic. Walker (2009) states that synectic learning process based on the student's imagination. Students imagination used to see the natural phenomenon from a different angle. Finding Tsai (2012) also mentioned that imagination becomes the means to do creative activities.

Synectic learning model has six interrelated phases. The linkage of each phase helps students to transfer parable descriptions into theoretical concepts learned. Eragamreddy (2013) mentions that the ideas derived from synectic activities in one

context will be transferred to other contexts to find relationship, understanding, views or fresh perspective from the concepts learned.

Environment make students think creatively is something that must be done (Tsai, 2013). Lecturer designs learning situations that can encourage students to be active and think (Afshari and Ghaemi, 2014). Lecturer really focuses on students during the learning process (Forrester, 2008). Finding Tsai (2014); Meintjes and Grosser (2010) also illustrate that lecturer play an important role in enhancing the creative thinking skills of students.

Giving motivation to students to develop creative thinking skills in understanding the concept and counseling practice needs to be conducted at each meeting. Fatemipour and Kordnaeej (2014) states that educators should encourage learners during the learning process. Patience is one of the factors in the synectic learning. Lecturer really guide and direct students to explore creative ideas.

Synectic learning provides facilities for students to learn on their own way. Students apply knowledge, especially knowledge in daily life into the material being studied (Yousefi, 2014). Walker (2009) states that the synectic model invites students to see nature, objects, the process of formation of an event or activity into parables in understanding the concepts being studied. Walker (2009); Vani M (2012) found that the synectic model helps students to think freely and creatively. Further, Mustami'sfindings (2007) explains that the synectic model can influence the creative thinking skills of learners.

CONCLUSION

Synectic model application in counseling learning helps students to improve their creative thinking skills in the learning and counseling practice. This action research shows that creative thinking skills that students achieved is synthetic and analytic skills. Only a few students acquired achievement of the practical skills. Successful or not, this practice of creative thinking skills cannot be separated from the influence of external factors both lecturers and students of the prospective counselor.

The results of this study are not only used as a reference for the lecturer of learning counseling course, but also for other lecturers of other subjects in the Department of Guidance and Counseling. Synectic learning is a media to conduct active learning. Lecturer becomes facilitators for students to directly involved in the learning process. The involvement of students in the learning process can be a contributing factor to the achievement of

competence of graduates, one of them is creative thinking skills.

The results of this study can be a reference for further research. Further researchers can improve learning action, particularly on the achievement of students practical thinking skills. Researchers conduct innovation in learning to stimulate the emergence of third students thinking skills at the maximum level. Researchers can make the results of this study as the development of research activities by applying the synectic learning model in other academic subjects and comparing the effectiveness of synectic model with experiential learning models for the development of creative thinking skills prospective counselors.

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DEVELOPING THE CAPABILITIES OF THE LOGIC OF INQUIRY STUDENT TEACHERS IN THE FIELD OF RESEARCH THROUGH THE INTEGRATED LEARNING MODEL OF SHARED BASED GALLERY PROJECT

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ABSTRACT

This study aimed to test the significance of integrated learning model of shared-based gallery project (ILS-based GP) in developing the capabilities of the logic of inquiry student teachers in the field of research. The design of the study is a quasi experimental. The research sample consisted of 339 students teachers by taken assignment random sampling. The experimental data were collected by the objective and subjective tests and analyzed by t-test. The results showed that the integrated learning model of shared-based gallery project (ILS-based GP) is more effective in developing the capabilities of the logic of inquiry student teachers in the field of research rather than conventional learning model which has been carried out.

Keywords: integrated learning, shared model based gallery project, the logic of inquiry capabilities, student teachers

The logic of inquiry capabilities student teachers in the field of research is still low (Mukhadis and Ulfatin, 2014a; 2014b; and 2015; FGD UM, 2013). It is characterized by lack mastery of the logically certain and empirically accurate in the field of research. Capability of the logic of inquiry and empirical testing as a prerequisite reach meaningful understanding in the field of research (Soewardi, 2000). Representation of the logic of inquiry which covers the identification of the problem, determine the theoretical framework, and the formulation of a hypothesis as hierakhis procedure. While empirical testing is a representation operationalization of research variables, instrument development, data collect-ion and analysis, hypothesis testing and interpretation of research results. Representation of empirically accurate capabilities of students in the field of research requires thoroughness significantly mastery the logic of inquiry. Even the relationship between the two according to Cheetham and Chivers (in Le Deist and Winterton, 2005); and Posner & Keele (in Westera, 2001), it is hierarchical between the know-that and the know-how knowledge. As for Wang, (2007) calls their relationship more as a prerequisite relationships. This means that before teahers students can master the significantly of the empirically accurate in the field of research should be thoroughly mastered of the logically certain.

Based on empirical data and opinions on the above, it is necessary learning alernatif able to develop the capabilities of the logic of inquiry significantly for student teachers. The results of theoretical and empirical studies on relevance alternative learning, namely integrated learning model of shared-based gallery project (ILS-based GP). This alternative is based on theoretical and empirical support. The theoretical grounding is used, among others: content treatment interactions (CTI) and apptitude treatment interaction (ATI) approaches (Jonassen, 1982); development of neuroscience, particularly cognitive neuroscience (Pasiak, 2006; Jensen, 2007; and Bradberry and Greaves, 2007); teaching strategies (Regeluth & Merill, 1984); integrated thematic interaction, ITI (Kovalik, 1994); and integrated curricula (Fogarty, 1993). The foundation of empirical research used Cooper, Orrel, and Bowden (2010); Emslie (2012); Bellanca, Chapman, and Swartz (1997); Johnson and Johnson (2002); Arends (2004); Yuliati (2007); Fajar (2005) and Fogarty (1993), which concluded that the work integrated learning (WIL) is superior model than of learning separated model in increasing mastery academic, skills, and the appaeling of the student. In addition, Mukhadis and Ulfatin (2014b), concluded that the integrated learning model in higher education is more effective in improving the quality of learning outcomes and the appaeling of the research methodology.

The alternative learning model strength lies in the arrangement of the contents mode, learning mode and learning syntax. First, the mode of arrangement of the essential contents of overlapping between concepts, principles and procedures performed with a shared model of which is based on the theory of CTI (Jonassen, 1982; Fogarty, 1993; Fogerty, 1997). Second, the learning mode in the form of gallery project been based on the theory of ATI (Jonassen, 1982). Integrated learning model of shared-based gallery project is a synergy paradigm of thinking CTI and

ATI. Third, learning more nuanced syntax students centered oriented, and puts the class as learning centers (Koehler et al. 2011; Silberman, 1996; Joyce & Weil, 1982; Abduhzen, 2013).

METHOD

Efforts to produce a prototype integrated learning model of shared-based gallery project following the modification of the developed procedure by Borg and Gall (1992); Gall, Gall, & Borg (2003); Richey and Klein (2007); and Mukhadis & Ulfatin (2013). Experimental with pretest-posttest control group design to test alternative learning model of excellence in developing the capabilities of the logic of inquiry student teachers in the field of research. These samples included 339 students (departement of mathematics, engineering, accounting, indonesian language education and education administration) established by assignment random sampling of public and private education and`traning institutions (LPTK). Data were collected by objective and subjective test and the validity and reliability of the test = 0.52, and = 0.426. Data were analyzed by t-test.

FINDING AND DISCUSSION
Entry Behavior Capability of the Logic of Inquiry Student Teachers

Entry behavior's students test in the capability of the logic of inquiry in the field of research to confirm the presence of this variable, not contaminate the dependent variables were observed. Controlling the entry behavior capabilities of the logic of inquiry in the field of research were conducted by the t-test (Siegel, 1956). Results of capabilities different test of the logic of inquiry in the field of research between the experimental and the control group in the whole sample.

Based on the difference significance test of entry behavior capabilities of the logic of inquiry between experimental and control group there was no difference.Thus for data analysis to test the significance of differences in the students capabilities of the logic of inquiry in the field of research in the form of combined results of the objective and the subjective tests.

Capability of the Logic of inquiry in the field of research Student Teachers

Before testing the significance of differences between the experimental group and the control group, the requirements test for normality and homogeneity of data. Test of the significance of difference capabilities development the logic of inquiry student teachers in the field of research between the experimental and control groups based on the mean score of the combined objective and

subjective test by t-test. The data shows the t-test = 3.562, with significance = 0.000> 0.05. These results can be interpreted that there is a difference between test scores (a combination of objective and subjective test) between the experimental and the control group. That is, the development of the logic of inquiry capabilities student teachers in the field of research is more effective the integrated learning model of shared-based gallery project (ILS based GP).

Interpretation of these results can be explained by two main mindset, the mindset of learning model, and the characteristics of the field of learning. First, the mindset of the integrated learning model of shared-based gallery project (ILS based GP) based on the synergy of the theory of content organizing (CTI) and individual differences (ATI) on Jonassen (1982). Organizing of the content esensial that is overlapping, and mode of learning (Bloom in the Keefe, 1987; and Sugden, 1989) which is based on individual differences. By learning to accommodate the arrangement of content and diversity learning mode, has a synergistic effect to (1) a holistic, student-oriented, process-oriented, learning experiences meaningful, authentic and active learning, and evaluation of processes and products (Fogarty, 1993; Kumar, et al., 2008); (2) maximize the use of the learning resources, by design and by utilizations learning resource; (3) improving the understanding and meaningful experience for students (Joni, 1996; Silberman, 1996); (3) to facilitate the development of the mindset of how to solve the problem is not the mindset of how create the new problem (Nuh, 2014). In addition, with a variety of modes and ways of learning setrategi according Kasali (2012) can be changed the culture of the generation of lazy thinking of being able and accustomed to reasoning, and put 'class as learning centers'. The theoretical and empirical support of this model in improving the meaningfulness of learning in line with the results of studies by Cooper, Orrel, and Bowden (2010); Van Rooijen (2012); Arends (2004); Fajar (2005); Bellanca, Chapman, and Swartz (1997); Johnson and Johnson (2002); Mukhadis & Ulfatin, (2015).

Second, the mindset characteristic of learning, the research methodology courses that especially purpose to facilitate the development of the logic of inquiry student teachers (UM Rector Regulations, No. 17/2014). The logic of inquiry student teachers represents a rational way of thinking-theoretic logical and reasonable, reinforced with logical thinking based on empirical observations. Capability of the logic of inquiry student teachers, specialized in the field of research according to Hanafin (2014); and Soewardi (2000), a requirement in building logic is mathematical certainty. While empirically accurate is a requirement in establishing the accuracy observations and measurements accurately. Both characteristics are required this is the basis for making the justification of correspondence between the conceptual's world and the

world of empirical (Balian in Salladien, 1997). The logic of inquiry in the context of procurement in the field of research methodology the stages in an effort to uncover the behavior of empirical, both in the universe as well as on human behavior in the world.

CONCLUSION

Based on the interpretation and discussion of the data analysis results can be drawn the conclusion that the integrated learning model of shared-based gallery project (ILS based GP) more effevtive in developing the capabilities of the logic of inquiry student teachers in the field of research than convetional learning model which has been carried out. In recomendation, especially the lecturers in the research methodology course to try out and further develop of integrated learning model of shared-based gallery project (ILS based GP) in improving the quality of process and learning outcomes in a sustainable manner. Primarily, in developing the capabilities of the logic of inquiry of student teachers in the field of research.

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IMAGES OF EDUCATIONAL IMPLEMENTATION AT VOCATIONAL HIGH SCHOOL (SMK) BASED ISLAMIC BOARDING SCHOOL IN TRENGGALEK

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ABSTRACT

Vocational school is one of education implementer which teaches special skill to students. Vocational school can be managed by either government or private party. Islamic boarding school is one of private foundations which often implement the management of Vocational High School (SMK). Vocational education program based Islamic boarding school has offered a various good program for the society. SMK based on Islamic boarding school will give collaboration between general vocational learning and religion learning. The general vocational learning is useful in forming the students hard skill while the religion learning is useful to give soft skill and to form the students' characteristic. It is no doubt that Islamic boarding school is one of community institutions which has big rule in forming the character of nation. Nowadays, the existence of SMK which is managed by the private foundation in Trenggalek has undergone many problems. It is affected for SMK based Islamic Boarding school. Therefore, it is use doing the study about the condition of education implementation in SMK based Islamic Boarding School which is seen from eight Education National Standards (SNP) in Indonesia. Those are discussed in this study. They are: Graduation Competency Standard, Standard of Content, Standard of Process, Teachers and Educational Personnel Standard, Facilities and Infrastructure Standard, Management Standard, Standard of Education Finance, Standard of Educational Assessment. Data resources from this study are the writer himself, three informants, and from various references. Data collection activity is done by a deep observation method and documentations. It is hoped that the study of implementation vocational school based Islamic Boarding School can give some benefits to complete some problem in management of private vocational school and SMK based Islamic Boarding School in Trenggalek and as the reference for development of vocational education in Indonesia.

Key Word: images, vocational high school, islamic boarding school

The needs of skilled labors and those who have well soft skill are needed to fulfill the demands in the industry world. Vocational High School is one of educational programme which releases the skilled labors in operator level. The implementation of Vocational High School can be implemented in an Islamic Boarding School environment. SMK which is under Islamic Boarding School is a formal education in which the students are able to get the facilities of learning general science.

Malik (2005) defined that an Islamic Boarding School is one a traditional Islamic Educational Institution to learn, understand, deepen, live and practice Islamic scienceby focusing on the importance of religiuos moral as daily guidance of behaviour. Education institution can be called as Islamic Boarding School if it has some elements. According to Masjkur (2007) there are five basic elements which is a system from Islamic Boarding School, those are : (1) Boarding School is as a dormitory for the students to gather and study under Kyai's guidance; (2) Mosque, it is an important element in the Islamic Boarding School, because it is the central of education implementation under Kyai's guidance; (3) Teaching classic books or Kitab Kuning. The classic books taught there generally can be classified to be eights. They are Nahwu and Sharaf, fiqh, ushul fiqh, Hadist, tafsir, tauhid, tasawuf and other branches, such as tarikh, balaghah etc; (4) Santri. Those are the students who seriously deepen to learn a religous science (theology) there, they either stay there or go home after school time; (5) Kyai. Kyai is a leader of Islamic Boarding school who is a very essential element for it.

As developing era, Islamic Boarding School has to keep its existence by vtrious ways. The ways done by Islamic Boarding School in Trenggalek is by forming a Vocational High school (SMK) based Islamic Boarding School. It is a good idea. Because, it is not only to keep its existence but also to be able to add the students' skill there to be able to face the challenge of changing and development of era. According to Suharto (2015) Islamic Boarding School will be able to face the challenge of era because its existance in every changing of era can be proved.

Vocational High School (SMK) is one of forms of formal education unit which carries vocational educationin the secondary education level as an advance from Junir High School (SMP), MTs or other equal level. School in education level and kinds of vocation can be named Vocational High school (SMK) or Vocational Islamic School

(MAK), or other equal level (UU Sisdiknas No. 20 Th. 2003). Then, the purpose of Vocatinal High Scool according to Undang-undang Nomor 20 tahun 2003is devided to be general and special purpose. The general purpose of Vocational High School are: (a) To increase the faith and devotion of the students onto the gods; (b) To develop the students' potential in order to be citizen whose character is good, healthy, educated, skilled, creative, independent, democratic, and responsible; (c) To develop the students potential in order to have nationality view, understand and appreciate the diversity of Indonesian culture; and (d) To develop the students' potential in order to concern with the living environment, actively maintain and conserve it, and also use the natural resources effectively and efficiently.

The special purpose of Vocational High School as follow: (a) To prepare the students in order to be productive human, be able to work alone, fill the job vacancy as the secondary level labors which is suitable with the competence in their choosen programme; (b) To prepare the students to choose their careers, be diligent and presistent in the competition, adabt in the work environment and develop professional attitude in the competence they are interested in; (c) To supply the students with the science, technology and art in order to develop themselves someday either independently or by higher education.; and (d) to supply the students with the competence which is suitable with the programme they choose.

In implementing Vocational High School, it cannot be separated with Peraturan Pemerintah Republik Indonesia Nomr 32 Tahun 2013 Pasal 2 Ayat 1 which manages National Education Standard, namely: (1) Content standard is a criteria of all materials competence level to reach graduation competence in certain level and kinds of education, which is writen in the criteria about graduation competence, study materials, subject competence and syllabus of learning; (2) Process standard is a criteria of learning implementation in an education to achieve the graduation competence standard; (3) Graduation Competence standard (SKL) is a criteria of qualification of graduation competence including cognitive, affective and psikomor; (4) Teacher and Education Personnel standard is a criteria of pra position education and the appropriateness or mental, and also education in position. The teacher mustt have qualification of academic and competence as learning agent, healthy inside and outside, and also has competence to bring national education in reality. Academic qualification is a minimal education level which the teacher has to pass by

being proven by a diplomaand/or a relevant certificate based on the used legislation; (5) Facilities and Infrastructures standard is a criteria of study room, sport place, worship place, library, laboratorium, workshop, play ground, recreation place and having recreation and other study sources whch are needed to support learning process including the use of information and communication technology; (6) Management standard is a criteria of Planning, implementing ad supervising education activity in the education unit, regency/city, province, or national in order to reach the efficience and effectiveness of education implementation; (7) Financial Standard is a criteria of the component and the amount educational operation cost during a year; (8) assessment Standard is a criteria of machanism, procedure, the students' instrument of learning outcome assessment. This assessment is based on the assessment principle, such as: valid, objective, integrated, opened, comprehensive and sustainable, systematic, referenced of criteria and accountable.

DISCUSSION
Analysing the implementation of Education National Standard in SMK based Islamic Boarding School

The implementation standard of vocation education done in one of SMK based Islamic Boarding School in Trenggalek can be described as follow: in the subject taught to SMK students has been suitable with standard, but there are some subjects or contents which becomes local content from that Islamic boarding school. The local content becomes additional value from education in SMK based on Islamic boarding school. Every material of local content is religion subject which will be able to add the students' comprehension in religion. Besides that, religion science (theology) becomes local content as the framer of good character which every educational process wants to reach.

I terms of process standard, the implementation of learning has been well. The learning is implemented by orderly schedule based on the guide of learning implementation. Next, Graduation Competence Standard reached by SMK students based Islamic Boarding school is still low. It is caused by some aspects. One of the most influenced aspects in reaching SKL is the students' competence influenced by the social economy background.

In teachers and education personnel standard, there are still some problems. One of the most crucial problem is lack of teacher, espeially in C-grouped subject interest). It can be finished by assigning a general teacher who has technical capability and masters C-grouped subject (interest).

Education personnel who works at SMK still needs to increase his competence.

About facilities and infrastructures in SMK based on Islamic Boarding School is generally already good. It is shown by being fulfiled learning activity i the classroom. But in increasing the students' competence i C-grouped subjects (interest), there are many facilities and infrastructures needs to be complete. Management Standard in SMK based on Islamic Boarding school is already well. It is supported by management which is centered in the foundation and directly supervised by the leader of foundation.

The finance of implementing education in SMK based on Islamic Boarding school is from the government assist, foundation, and the finance from the students. In the financial management, it is neede to be increased. There are many management units which is not maximal yet. The last standard which can be described from Boarding School is Assessment Standard. The assessment used in SMK is good. In implementing assessment, it has not used the good guidance yet, so that there are many things which shuld be prepared in assessment standard.

The Weakness and the Strengh of SMK based Islamic Boarding School

Reviewing the analysis from education standard, there are many weakness in SMK based Islamic Boarding School. On the other side, there are many strengh from it. According to Sulthon and Khusnuridlo (2006) there are some things which will be created from Islamic Boarding School condition, namely: (a) There is a close relation among students and Kyai. Kyai pays attention very much to his students; (b) the students' obedience to Kyai . The students think that disobeying the Kyai is not only implite but it is also forbidden by religion; (c) economical and simple life is really shown in boarding school environment; (d) the independence is really felt in boarding school. The students wash their clothes , clean the bedroom, and cook by themselves; (e) mutual assistance and brotherhood situation color the socialisation in the boarding school; (f) discpline is wished to keep the discipline in boarding school by giving educative punishments; (g) the life in the high religius level, brave to suffer for reaching the purpose.

Those conditions are very good to form the high character of SMK graduation. The learning process of SMK based on Islamic boarding School will be very effective in forming the students' characters, because Islamic boarding School has moral value, religius things, togetherness etc (Suharto, 2015).

CONCLUSION

Vocational High School based on Islamic Boarding school will exist although it is colored by a various problems. It is needed the management of well problem solving to overcome the problem which appears from intern management of that SMK. Besides thet, education in SMK based on Boarding Islamic School is one of the answers about the character crisis which happens in Indonesia education.

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IMPRESSIONS OF STUDENT AND TEACHER IN BLENDED LEARNING

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ABSTRACT

Education as an important and integral part of the technology has contributed to the dynamics of learning as a tool of accommodating the needs of students who can be regarded as the digital generation. The using of blended learning is able to answer the challenges of today's digital era. The purpose of the analysis performed in this study is to identify the positive and negative impressions that faced by teachers and students in blended learning. This finding of the analysis revealed that teacher and student felt optimistic and had positive thoughts about blended learning. Furthermore, there were also some evidences that blended learning gave significant effect towards the performance of student achievement. The negative impressions that appeared were waste of time and lack of internet connection. The review also discovered the some recommendations to minimalize those issues.

Keywords: blended learning, teacher's impression,s student's impressions

Education as one important and inseparable part with technology plays a vital role in dynamics of current learning process. The correlation is described in an integration terms in the education system. Integration between technology and learning content is belief to be able to increase students' achievement (Hamilton, 2007). Further, integration of technology that is information and communication technology (ICT) playing the most vital role in increasing education quality through learning (Summak (2010); Shadreck (2015), to optimize 21st century skill gain which is known as 4C (critical thinking, communication, collaboration, and creativity). Those skills include: (1) collaboration and communication; (2) creativity and innovation; (3) critical thinking; and (4) digital society (Stubbs, 2011).

Successful integration of technology in education related to skills in the digital society becomes a critical issue. Advances in technology, especially Internet commonly triggers an increase in the use of media and interactive simulations in online learning (Kim & Bonk, 2006). Online learning is one form of integration of digital technologies in learning that enables students to familiarize themselves to study anywhere, anytime, and with anyone. The changes are becoming challenge for teachers to be able to accommodate the needs of students today and in the future in relation to the changing landscape of digital learning (Hardy & Jefferies, 2010). Turel (2014) suggests that the underlying success of integrated technology teaching in elementary and secondary education is entirely in the hands of teachers.

In this regard, it is important to accommodate the needs of students in terms of future learning and coherence of the teacher as the main indicator of the successful integration of technology in learning. The solution is an alternative of the above challenges by implementing blended learning which combines online, offline, and face to face learning. Graham (2004) suggested that blended learning was once a blend of traditional face-to-face learning and distributed learning system (online). Blended learning is firstly triggered by the need of face to face learning not found in online learning. Blended learning does not eliminate the teacher face to face and not grounded in efforts to reduce costs as well as online learning (Means, et al, 2013).

The popularity of blended learning allows many studies which are conducted related to it in various fields of study, levels, and institutions. Some studies reveal the advantage of learning by using blended learning related to an increase in the achievement of learners (Kazu & Demirkol, 2014; Abdelrahem, 2014; Akgunduz & Akinoglu, 2016; Yaghmour, 2016). The implementation of blended learning in learning does not only cause a positive impression of the advantage gained because several studies have shown a negative tone in their implementation. This article aims at reviewing the impression arising from learning blended learning in educational institutions both positive and negative. Specifically, a review of these studies is focused on the opinions of teachers and students in the implementation of the key factors related to blended learning.

Blended learning is itself is not a brandnew concept in the world of education. Many opinions reveal different definitions related to the term blended learning in terms of media, learning, or

media (Driscoll, 2002). "Blended learning focuses on optimizing achievement of learning objectives by applying the" right "learning technologies to match the" right "personal learning style to transfer the" right "skills to the" right "person at the" right "time" (sighn & Reed, 2001). In such cases, the accuracy of all aspects of learning becomes central to the implementation of the blended learning. Furthermore, the term blended learning associated with the context of this article refers to the blending definition based on learning activities that include face to face learning, direct e-learning, and self-pace learning (Signh, 2003). Based on this, the definition of blended learning can be translated into learning that blends traditional face-to-face learning, online learning, and offline learning.

Dwiyogo (2014) revealed that the main goal of blended learning is giving students chance to learn independently, sustainably, resulting in learning that lasts a lifetime. Blended learning as the goal to achieve lasts a lifetime which is indicated as a learning which takes place continuously. Along with the more advancement of technology, the possibility of learning is more eliminating the 'wall' of school. Students can study anywhere, anytime, and from any source.

Blended learning is not only comes as an alternative learning. Sighn (2001) has revealed several advantages of blended learning they are to improve the effectiveness of learning, extend the range of learning, optimize yield, cost, and time in learning. This is certainly related to the needs and characteristics of learners who use blended learning. Therefore, Graham (2009) reveals the urgency to understand and comprehend blended learning that occurs at various levels, including institutional level, program level, subject level, and activity one.

METHOD

This study was conducted by a systematic review of 25 studies results related to blended learning impression especially students and teachers. An intensive search was conducted on the database of ERIC journal, Elsiever, and Google Scholar with categories of open access electronic journal. The time span in which the studies reviewed was publications from 2006 to 2016. The keywords used are related to "blended learning," "student" and "teacher," either in the title or keywords in the article. Several requirements to include article as part of the analysis, namely (1) the journal should be considered as a research involving participants so that research forms a meta-synthesis, meta-analysis and review of literature excluded, (2)

the journal is presented in English, and (3) the journal contains the concept of blended learning.

FINDING AND DISCUSSION
Data Presentation

The final results obtained in this analysis are 25 articles from various journals. There are 3 articles derived from the database of Elsiever that included in Internet and Higher Education journal. There is only one article which selected from Google Scholar database that is journal entitled Educational Technology & Society. Through the database of ERIC, the journal found are: Journal of Open, Flexible, and Distance Learning 1 article, European Journal of Contemporary Education with 1 article, Canadian Journal of Higher Education (CJHE) with 1 article, Turkish Online Journal of Distance Education (TOJDE) with 2 articles, The International Review of Research in Open and Distance Learning (IRRODL) with 1 article, Acta Didactica Napocensia with 1 article, International Journal of Advancement in Education and Social Sciences (IJAESS) with 1 article, International Journal of Education and Development using Information and Communication Technology (IJEDICT) with 1 article, The Electronic Journal of e-Learning (EJEL) with 4 articles, Journal of International Education Research with 1 article, Universal Journal of Educational Research with 1 article, English Language Teaching with 3 articles, The Turkish Online Journal of Educational Technology (TOJET) with 1 article, Journal of Asynchronous Learning Networks with 1 article, and Research in Learning Technology with 1 article. In summary, the summary of characteristics of the studies reviewed are presented in table.1

Table 1. summary of characteristics of the studies included in the review

Source	Country	Methodology	Participant	Institution	Database
Akkoyunlu Soylu (2008)	Turkey	Quantitative	Senior student (n=31)	University	Google Scholar
Alfahadi, Alsalhi & Alshammari (2015)	Saudi Arabia	Quantitative	Secondary school teacher (n=35)	University	ERIC
Al-Madani (2015)	Saudi Arabia	Quantitative	Fifth Grade Student (n=100)	Elementary School	ERIC
Banditvilai (2016)	Thailand	Quantitative	Undergraduate student (n=60)	University	ERIC
Benson, Anderson, & Ooms (2011)	United Kingdom	Qualitative	Educator (n=16)	University	ERIC
Cerná (2009)	Czech Republic	Qualitative	Student (n=47) (36 students in June 2007 and 11 students in June 2008)	High School	ERIC
Challob, Bakar, & Latif (2016)	Malaysia	Qualitative	Student of 10th grade (n=12)	High School	ERIC
Chang, et al. (2014)	Taiwan	Quantitative	Student of 11th grade (n=65)	High Shool	ERIC
Chen & Yao (2016)	Malaysia	Quantitative	Undergraduate student (n=100)	University	ERIC
Dinning, et al. (2015)	United Kingdom	Quantitative & Qualitative	Student (n=134)	University	ERIC
Ekici, Kara, & Ekici (2012)	Turkey	Qualitative	Teacher candidates (n=57)	University	ERIC
Erdem & Kibar (2014)	Turkey	Quantitative & Qualitative	Undergraduate students (n=40)	University	ERIC

Francescucci & Foster (2013)	Canada	Quantitative	University student (n=80)	University	ERIC
Ginns & Ellis (2007)	Australia	Quantitative & Qualitative	Undergraduate student (n=127)	University	Elsiever
Gyamfi &Gyaase (2015)	Ghana	Quantitative & Qualitative	Student (n=75)	University	ERIC
Ja'ashan (2015)	Saudi Arabia	Quantitative	Undergraduate students (n=130)	University	ERIC
Kintu &Zhu (2016)	Uganda	Quantitative	Student (n=270)	University	ERIC
Lee & Bonk (2016)	South Korea	Quantitative	Undergraduate student (n=22)	University	Elsiever
Napier, Dekhane, & Smith (2011)	United Stade of America	Quantitative & Qualitative	Student and faculty staff (35 students in Fall 2008, 83 in Spring 2009, 43 in Fall 2009, and 28 in Spring 2010)	University	ERIC
Porter, Graham, Bodily, &Sandberg (2016)	United States of America	Qualitative	Faculty staff professors (survey n=214, semi structured interviews n=39)	University	Elsiever
Tshabalala, Ndereya, & Merwe (2014)	South Africa	Qualitative	Academic staff (n=25) Lecturer (n=16)	University	ERIC
Yalavaç & Samur (2016)	Turkey	Quantitative & Qualitative	Grade 6 student (n=91), grade 7 student (n=113), and teacher (n=21) (total n=225)	Secondary school	ERIC
Yapici & Akbayin (2012)	Turkey	Quantitative	Student (n=47)	High School	ERIC
Yasumoto (2014)	Australia	Qualitative	Student (n=50)	University	ERIC
Zaka (2013)	New Zealand	Qualitative	CantaNet e-principal (n=1), school principal (n=1), teacher (n=6), and students (n=6) (n=14)	Secondary School	ERIC

Based on Table 1, data showed that there is a research setting, in this case the country of origin research both developed and developing countries, among others are in Australia, Canada, Cezh Republic, Ghana, Malaysia, New Zealand, Saudi Arabia, South Africa, South Korea, Taiwan, Thailand, Turkey, Uganda, United Kingdom, and USA. A total of five studies (20%) was conducted in Turkey, 3 studies in Saudi Arabia (12%). The research conducted in Australia, Malaysia, United Kingdom, and the United States was respectively 2 studies (8%). Based on educational institutions, from table of data obtained a total of 18 studies (72%) at university level, followed by four studies (16%) performed at the high school level, two studies in junior high school, and only 1 study at primary school level. The range of participants totaling at least 12 participants from the high school level with qualitative research conducted by Challob, Fuel, & Latif (2016). The highest number of participants is contained in a quantitative study by Kintu and Zhu (2016) by the number of study participants as many as 270 people.

Positive impression of student on blended learning

In general, the results of study reveal some things that fall into category of a positive impression of students blended learning. First is the increased flexibility for students to learn. The use of blended learning provides a positive impression as learning becomes more flexible for students (Zaka, 2013; Yapici & Akbayin, 2012; Akkoyunlu, Meryem, & Soyl 2011; Erdem & Kibar, 2014 Napier, Dekhane, & Smith, 2011; Challob, fuel, & Latif, 2016). Furthermore, Zaka (2013), Yapici & Akbayin (2012) reported that students can have more flexibility in choosing desired learning in accordance with their abilities and interests. The use of simple, flexible time and place became an important point related to flexibility in learning (Chen & Yao, 2016; Challob, Fuel, & Latif, 2016; Erdem & Kibar, 2014).

Secondly, it might increase opportunities for students in independent study (Zaka, 2013; Chang, et al., 2014; Yapici & Akbayin, 2012; Gyamfi & Gyaase, 2015; Banditvilai, 2016; Ja'ashan, 2015; Napier, Dekhane, & Smith, 2011 ;). Students can make review of learning repeatedly (Chang, et al., 2014), students have the opportunity to revise the tasks anytime and anywhere, the availability of quizzes in blended learning online program, as well as the materials provided in online learning makes students feel better prepared for learning and increasing independence in learning (Yapici & Akbayin, 2012). Data revealed by Gyamfi & Gyaase (2015) showed that students are constantly logging in and checking tasks which are provided on web. Ja'ashan (2015) revealed that blended leaning improve student's responsibility for themself in learning.

Third, it improves performance and achievement of student (Al-Madani, 2015; Banditvilai, 2016; Challob, Fuel, & Latif, 2016; Dinning, et al., 2015; Francescucci & Foster; 2013; Gyamfi & Gyaase; 2015; Ja'ashan, 2015; Yalavaç & Samur, 2016; Yapici & Akbayin; 2012). Such capabilities can increase along with the increase of competence and cognitive skills of students as stated by Chang, et al. (2014), and also may increase ICT literacy of students as stated by Zaka (2013).

Fourth, blended learning is able to motivate students in learning (Zaka, 2013; Dinning, et al., 2015; Francescucci & Foster, 2013; Yapici & Akbayin, 2012; Černá, 2009; Yasumoto, 2014; Banditvilai, 2016;). Further, Francescucci & Foster (2013) revealed data that the interest and attention of students towards learning increases with the use of blended learning. Yapici & Akbayin (2012) also revealed that with the support of online learning with interesting web is able to motivate students. It is also because students are getting new information

(Černá, 2009). Kintu and Zhu (2016) also revealed that students are happy to post something and tasks in Moodle.

Fifth, by using blended learning, students feel an increase of peer relationship (Zaka, 2013; Yalavaç & Samur, 2016; Chang, et al., 2014; Černá, 2009; Gyamfi & Gyaase, 2015; Ja'ashan; 2015; Napier, Dekhane , & Smith, 2011; Challob, Fuel, & Latif, 2016; Lee & Bonk, 2016). Furthermore, Chang, et al. (2014) stated that by using blended learning, it is easier for students to discuss learning materials. Gyamfi & Gyaase (2015) and Napier, Dekhane, & Smith (2011) also discloses data on relationship that between students and instructors also increases in the online session.

Negative impression of student on blended learning

In addition to their positive impressions, negative impression also come from students related to learning by using blended learning. Negative impression apparently coming first is an existence of technical constraints related to availability of internet (Zaka, 2013; Yalavaç & Samur, 2016; Yapici & Akbayin, 2012; Gyamfi & Gyaase, 2015). Technical obstacles in the form of full server or server to be down (Gyamfi & Gyaase, 2015), which result in slow data download or play online video (Yapici & Akbayin, 2012).

Secondly, unpreparedness of students in facing learning by using blended learning (Zaka, 2013; Yalavaç & Samur, 2016; Francescucci & Foster, 2013, Dinning, et al., 2015). Furthermore, Francescucci & Foster (2013) found that students find it difficult to respond and participate since they face something new. Dinning, et al. (2015) also found that students feel less confident in their ability of ITC. Furthermore, Yapici & Akbayin (2012) also found disapproval of parents when their children spend their time on internet too often.

The third is the lack of interaction in blended learning (Yalavaç & Samur, 2016; Ja'ashan, 2015). Students tend to be more resilient in making up their opinion of high demand for face to face with a teacher rather than through via Internet. Ja'ashan (2015) found that students tend to feel isolated due to increasing intensity of online interaction. The lack of interaction causes reduction of feedback given to students (Yalavaç & Samur, 2016). Furthermore, the students feel that face to face interaction is more saving time than through online e.g via email (Ja'ashan, 2015).

Fourth, it is found a saturation in implementing learning by using blended learning (Yapici & Akbayin, 2012; Napier, Dekhane, & Smith, 2011;). Students feel bored reading via computer and also felt that quiz content is not in accordance with their interests (Yapici & Akbayin, 2012; Napier, Dekhane, & Smith, 2011).

Positive impression of teacher on blended learning

Based on data obtained from the study of related research results of teachers' impression on blended learning, several findings were found. First, it might improve performance of teachers (Ekici, Kara, and Ekici, 2012; Yalavaç & Samur, 2016; Napier, Dekhane, & Smith, 2011; Benson, Anderson, & Ooms, 2011). Generally, teachers receive a blended learning as a variation in their learning (Yalavaç & Samur, 2016; Alfahadi, Alsalhi & Alshammari, 2015; Benson, Anderson, & Ooms, 2011;). Moreover, according to Napier, Dekhane, & Smith (2011) blended learning may help to increase innovation in mindset of educators.

Secondly, it is able to improve communication between teachers and students (Yalavaç & Samur, 2016; Alfahadi, Alsalhi & Alshammari, 2015). Furthermore, as reported by Alfahadi, Alsalhi & Alshammari (2015), teachers expressed that blended learning provides an opportunity for students particularly for those who are shy to be able to express their opinions in written form that helps teachers understand their students desire.

Third, it is related to flexibility of learning by using blended learning (Alfahadi, Alsalhi & Alshammari, 2015; Ekici, Kara, and Ekici, 2012; Benson, Anderson, & Ooms, 2011; Tshabalala, Ndereya, & Merwe, 2014). Flexibility of increasing the efficiency and effectiveness of learning is done with ease of access and evaluate learning easily (Ekici, Kara, and Ekici, 2012). Moreover, for a large class, the use of blended learning, enables teachers to access their students (Benson, Anderson, & Ooms, 2011).

Negative impression of teacher on blended learning

In general, implementation of blended learning in learning for teachers does not necessarily give a positive impression overall. There are several things that are categorized as a negative impression of teachers on learning by using blended learning. First, the constraints related to technical matters which become necessary in case a problem is found (Yalavaç & Samur, 2016; Benson, Anderson, & Ooms, 2011; Porter, Graham, Bodily, & Sandberg, 2016). In addition to internet and servers, Benson, Anderson, & Ooms (2011) revealed that the lack of a proper source also might be technical problems in implementing blended learning.

Secondly, teachers are not prepared and have not been accustomed to new things, particularly the implementation of blended learning (Yalavaç & Samur, 2016; Zaka, 2013; Ekici, Kara, and Ekici, 2012). Reluctance to use blended learning is due to lack of mastery of information and communication technology of a teacher (Zaka, 2013). Furthermore, Ekici, Kara, and Ekici (2012) also stated that the teacher is in doubt about changes of ideas and attitudes related to blended learning.

Third, teachers feel that using blended learning weakens the direct interaction to students by which might result poor manners of learning on Internet (Yalavaç & Samur, 2016; Benson, Anderson, & Ooms, 2011; Porter, Graham, Bodily, & Sandberg, 2016) , Benson, Anderson, & Ooms (2011) also states that there are many teachers who wanted more time to be spent in face to face learning.

Fourth, the negative impression arising related to the time due to the preparation needed in designing learning for blended learning is longer and more difficult (Yalavaç & Samur, 2016; Napier, Dekhane, & Smith, 2011; Benson, Anderson, & Ooms, 2011) , In addition, teachers feel their problems related to providing feedback for students, especially in a group of individuals with a large number of students (Yalavaç & Samur, 2016).

FINDING AND DISCUSSION

In general, the implementation of learning by using blended learning raises impression of students and teachers on both negative and positive one. The objective of this study is to describe their impressions of teachers and students on both positive and negative towards blended learning. a positive impression obtained related to student learning by using blended learning that it is becoming more flexible learning, more independent learning, increasing performance and student achievement, learning becomes more motivating, as well as increasing in peer relationship. Flexibility became one deciding factor in the current study. An element of flexibility that is designed with the involvement of technology supporting access to students and teachers was seen as a major advantage (Creanor & Trinder, 2010). Students can freely, whenever, and wherever access learning resources or their tasks. Dwiyogo (2014) revealed that the main goal of blended learning is that it can provide an opportunity for learners based on their characteristics to be able to access sustainable and lifelong learning so that learning becomes interesting. With increased flexibility, students can be motivated to learn independently in favor of increasing

achievement performance and learning outcomes of student.

Positive impression which was described previously is associated with the increase of peer relationships. Yalavaç & Samur (2016) also mention that the probable reasons that make students interested in is that they can communicate with their friends during online learning. Direct interaction sometimes only be mastered by students who are confident or dominating. Blended learning provides an opportunity for students who are shy to discuss face to face (Alfahadi, Alsalhi & Alshammari, 2015), although in a study conducted by Lee and Bonk (2016) it showed that the interaction of peers also depends on quantity and quality performed in their online interaction , This indicates that it is important to provide opportunities for every student to interact positively whether they are positive, they are considered as shy or confident in terms of personal point of view.

Not entirely the students expressed a favorable impression of blended learning. In general, negative impression of students on blended learning is related to technical constraints, unpreparedness students face new thing, the perceived lack of interaction, and their saturation in learning. Technical constraints generally is associated with weakness of internet server or even unavailability of internet at home. Yapici & Akbayin (2012) and Banditvilai (2016) put forward recommendations related to problems in technical terms, namely the importance of affordable Internet access for students and increase the server.

Although in general the students were interested in blended learning, some students just feel more comfortable to keep maintaining a traditional face to face teaching since it is good because students feel less confident, not prepared, or also feel more comfortable interacting directly rather than through online interaction. Creanor & Trinder (2010) revealed that behind the students' self-confidence, a digital literacy good ability is required. In addition, it is important for teachers to maintain or improve the students' motivation by incorporating attractive content in accordance with the needs and interests of students (Yapici & Akbayin, 2012).

As an integral part of learning, teacher plays an important role in blended learning. Based on research studies conducted, teachers also expressed positive or negative impression on blended learning. Positive impression of teachers in general is associated with teacher professional aspects ranging from improving teacher performance, improve communication between teachers and students, and improving the efficiency and effectiveness of learning for blended learning degree of flexibility which is high. Napier, Dekhane, & Smith (2011) revealed that blended

learning help to increase innovation in mindset of educators. Based on that, as a teacher, innovation and creativity need to be maintained to keep the attention of students during learning process.

A positive impression of implementation of blended learning does not just eliminate the reluctance of teachers in implementing the blended learning. The negative impression of blended learning, among others, the emergence of issues related to technical obstacles encountered, the unpreparedness of teachers towards blended learning because of poor IT governance. Ditigal mastery of literacy by teacher becomes a fundamental thing. There are two fundamental strategies in professional development related to technical issues that a recommendation by Summey (2013) that is related to skills training that trains operate technology, both hardware or software or training is focused on strategies related to the use of technology as a tool for learning. Other constraints is related to learning content preparation or evaluation that teachers felt very time-consuming and hard. Although studies conducted by Benson, Anderson, & Ooms (2011) reveals the ease of access of teachers to students, some studies actually show that it took a lot of time is also difficult to provide feedback one by one towards the students as reported Yalavaç & Samur (2016).

CONCLUSION

Findings of 25 studies were analyzed, namely that there are positive and negative impressions found from teachers and students related to blended learning. a positive impression of students and teachers obtained in general shows that it may improve performance, increase motivation and interaction, one of which is associated with aspects of blended learning flexibility. Negative impression arising both from teachers and students are generally associated with technical constraints such as limited access to the internet, server downtime, etc.. In addition to their terms, the problem of unpreparedness and lack of confidence both from students and teachers produce a negative image. The importance of mastering digital literacy is one factor determining convenience of learning using a blended learning. It is recommended that the facility and infrastructure of technical aspects such as enhancing infrastructure adequate internet at the institutions. In addition, training for students and teachers to improve ITC mastery is highly required, especially for teachers as the main designer of blended learning.

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PARENTS AND SCHOOLS PARTNERSHIP
FOR QUALITY EDUCATION
(CASE STUDY ON EXCELLENT SCHOOLS IN MALANG)

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ABSTRACT

This study aimed to describe (1) the form of a partnership of parents and schools, and (2) the strategy of building partnerships with parents. This research uses a qualitative research approach fenomenology. The design of the study using a case study on elementary excellent school in Malang, East Java, Indonesia. Data collected indeph interviews, observation, and documentation related to the theme of this study. Data analysis using descriptive analysis. The results of this study indicate that: (1) a partnership of parents and schools, including (a) a parent education, (b) voluntary activities, (c) a professional model, and (d) the model of kinship; and (2) the strategy of building partnerships with parents, include (a) strengthening the two-way communication, (b) the strengthening of associations of parents through community classes, (c) provision of the priority programs of the school, and (d) the creation of a positive school climate.

Keywords: forms partnerships, and strategies to build partnerships

The formulation of educational quality are dynamic and can be studied from various viewpoints. The quality of education should be pursued to achieve progress based on the planned change (Sagala, 2009). The Rugaiyah (2012, *p*.454) states "quality education is education that can give satisfaction even beyond the wants and needs of education stakeholders". Meanwhile Unesco (2005) explains that the quality of education is a dynamic concept that changes and evolves over time and changes in the context of social, economic and environmental problems in the place in question.

Quality education born from excellent school, the school has a good planning system, materials and systems of good governance, and delivered by a good teacher with a quality education component as well (Mulyasa, 2011). It is well known that, nationwide, quality education is still a crucial issue in this country. The problem of education quality is still a major problem. Quality improvement that almost every minister to be a program that sits on the Ministry of Education and Culture, but until now has not been completed. The quality of education has not been lifted and sat together with other countries, most improperly in Southeast Asia or Asia (Soetopo, 2012 *p*.3). Various efforts have been and are being made by the government, one of them with a government regulation (PP) No. 19 of 2005 jo Government Regulation No. 32 Year 2013 on National Education Standards, includes: (1) The standard of content; (2) the standard process; (3) competency standards; (4) The standard of teachers and education personnel; (5) the standard of facilities and infrastructure; (6) management standards; (7) the standard of financing; and (8) the assessment standards of education. Through this regulation seeks government is hard to achieve quality education.

Conditions such as these have been anticipated by the various authorities so that the quality of education is ensured either scale local, national, and global. This is evidenced by the issuance of the Law of the Republic of Indonesia Number 23 Year 2004 on Regional Government, the authority in the management of basic education the greater given to the district/city governments, educational unit level, as well as the community that includes planning, implementation, monitoring and evaluation of education units (Sonhadji, 2013). Furthermore Imron& Sumarsono (2013, *p*.18) states, "one of the essences of regulation on decentralization and local autonomy in education is empowerment, opportunity, and freedom of comprehensive, real, and responsible to regions and communities to regulate and organize the affairs of compulsory education ". For all of the necessary effective school management.

School quality, in this case the elementary school (SD), is a school that is able functioning of all components of the school effectively and efficiently in order to create a conducive learning so that the goal of education achieved. Elementary school education is the foundation or the major foundations that need attention in earnest, it means to get quality higher education, must begin with the creation and establishment of SD quality. This is in accordance with the views expressed by Tilaar (2000: 17), that "quality basic education schools will be the formation of a further education (junior high, high school and college) solid and quality.

It is well known that, nationwide, quality education is still a crucial issue in this country. The problem of education quality is still a major problem. Quality improvement that almost every minister to be a

program that sits on the Ministry of Education and Culture, but until now has not been completed. The quality of education has not been lifted and sat together with other countries, most improperly in Southeast Asia or Asia (Soetopo, 2012, *p*. 3).

The problems and challenges of the quality of education to show how education management require handling seriusa patterns as well as a systematic and thorough conditioning. Whereas the condition of education governance is currently inconclusive, and requires hard work to get out of the handling problems that exist (Soetopo, 2012, *p*. 3).

To realize quality school, there needs to be a synergy between the school and parents. Schools can not stand alone in meberikan all the needs and development of students, therefore, meaningful involvement of parents is always necessary. Partnership schools and parents in creating a quality school to be increased again. The quality of education will not work optimally, without any support from the public (in this case the parents of learners). In the Law of the Republic of Indonesia Number 20 Year 2003 on National Education System mentioned some roles that can be done by the community in education, which is regulated in Article 54 Paragraph (1) and (2), which reads:

(1) The role of the community in education includes the participation of individuals, groups, families, professional organizations, employers, and community organizations in the administration and control of the quality of education services.

(2) The public may participate as resource persons, implementers, and users of educational outcomes.

School as an institution where seeding science organized formally, very important role in improving the quality and identity of a person, to change the background of a person for the better, a good school is not only to change his protegebeing personally educated but also helped change the environmental community become better. Creating a quality school is a process that requires strong commitment and cooperation of all stakeholders of the school (Rugaiyah, 2012, *p*.455). The cooperation between the school and parents harmonious school will bring towards the achievement of quality.

Schools and parents have a very close relationship in the school or educational goals effectively and efficiently. Furthermore, they should also support the achievement of goals or meet the needs of older people, especially the needs of their children's education. Wiyono (2010, *p*.1) explains that "the process of education in schools, will be managed optimally, when supported by several parties, both the resources coming from the school, parents, and the community".

Therefore, the school is obliged to give an explanation of the objectives, programs, needs, and circumstances of schools to parents. Instead, they should also know clearly what yangh be the needs, hopes, aspirations and demands of parents, especially to schools. They (the parents) are given the opportunity to participate in school programs for the achievement of the vision and mission. Therefore, schools not only educate students, but also parents as family members of the school were important and included (Alwasilah, 2011). In other words, between the school and parents should be fostered and developed a harmonious relationship.

Wiyono (2010,*p*. 1) argues, "the school will not be able to optimally organize education, if they do not get support from parents and the community". With the establishment of a harmonious relationship between the school and parents, the participation or involvement of parents in bringing about the quality of education will be realized. Wolf research results (in the Ministry of National Education, 2007, *p*. 7) asserts that "there is a very significant correlation (0.80) between the family environment and the learning achievement of children". Speaking about the relationship between parental involvement and student achievement in schools Herman &Yeh (1983) states that there is a positive relationship between student achievement and satisfaction of parents to the school. This indicates that a partnership between families (parents) are significant factors in achieving the quality of schools.

Results of research Hewison&Tizard (1980) showed "the existence of a relationship between the involvement of parents of students with the achievements of the students in the school reading". Other findings from Preedy (1993) points out that "the involvement of parents in school activities positively affects students' learning progress and development". This indicates that the achievement of academic and non-academic will increase when there is participation from parents. Therefore, mobilization or empowering partnerships with parents of students are expected to synergistically lead to the goal of improving the quality of education.

SD NegeriKauman 1 Malang is one of the excellent schools in Malang which has many achievements both academic, non-academic achievements of teachers, principals, and the only SD Negeri Referral in Malang that some time ago (in October 2016) successfully crowned as the winner of the 2nd in the event the Contest Quality Culture (LBM) Primary Schools National level for Category SDN Referrals. SD's success is certainly not independent of the existence of a partnership between parents and schools. Based on the exposure, researchers interested in conducting further study on the partnership of schools and parents in achieving quality education in primary schools Kauman 1 Malang.

METHOD

This study used a qualitative approach with descriptive research design case studies. Based on the design of the research, the researcher's presence is necessary because the researcher acts as a key instrument in exploring in depth information and detail.

This research was conducted in Kauman SD Negeri 1 Malang. Sources of data in this research using primary and secondary data. The primary data obtained through interviews with school principals, teachers, parents, administrators of the school committee, parents and community officials. While the secondary data obtained through documentation study and observation which is then analyzed and used as supporting evidence.

The procedure of collecting data in this study using three techniques are in-depth interviews, observation and documentation. Meanwhile, to analyze the data using three phases: reduction, presentation (display), and verification (inference) data. These stages are used to select and filter the information in accordance with the focus of research so that it can be concluded in accordance with the information obtained. Checking the data necessary to ensure the correctness of the information obtained by researchers. Checking the validity of research data includes three activities, namely, the extension of participation, triangulation, and perseverance observation.

RESULT AND DISCUSSION

Partnership looked all parties having an interest in the school is a party that can be utilized and able to assist the school in order to improve the quality of education. Based on the analysis of data obtained the following results.

Model Partnership of Parents and Schools

There are various models of partnership between parents and schools in achieving quality education, namely:

a. Education Parents

These partnerships are essentially want to assist parents in building awareness of the education of children, including by developing a learning environment at home that is conducive (safe, comfortable and fun); assist or accompany children while studying at home; gain a correct understanding of the child's condition and the efforts to do; enhance the positive role and responsibilities as parents in addressing the problems of children; and improve more harmonious cooperation between parents and schools in helping children problems

b. Voluntary

This activity aims to channel the aspirations of each party in support and help advance the education of children, a manifestation of this partnership are: mentoring children while following the race, prepare all the things that be necessary children in learning, assist schools in creating school Adiwiyata, assist schools in nulang day celebration of the school year, preparatory field trips, and a variety of other volunteer activities

c. Professional Model

This partnership model is more directed to aid parents in children's learning in school, for example as a resource for parenting dayactivities.

d. The Model Family

This partnership model is focused on the pattern of relationship between the school and parents as a single entity within the scope of a large family of schools. One form of this model is embodied in family gathering,

Strategy Building Partnerships with Parents

Strategies that schools can do in order to build partnerships with parents include:

Strengthening the Two-Way Communication

Communication is a means that is most crucial to build a better partnership with the parties. Therefore, the school must provide sufficient time to communicate regularly with parents. Strengthening two-way communication is intended for information and feedback on the development of learners, both from the family to the school and vice versa. School communication with the family can be done in various forms and media. For example, the information that is written routine through liaison book, homeroom regular meetings with parents, communication in the container community of parents per class, and communication through communication media such as through short messages (SMS), and other social media.

Strengthening the Parent Association through Association Class

Forming a community of parents in each class in order to facilitate communication between parents per class with the teacher in preparing children to learn. While the coordinator class community will be a channel of communication with the school and the school committee. Grade school through community associations, in this case aided in the learning process in schools.

Provision of Programs Featured Schools

The efforts of schools to establish partnerships with parents in improving the quality of education in the form of program making schools attractive to parents, such as: program fifteen minut in english, pacelathon Java, field trip program, outbound, the celebration of the birthday of the school, and a big celebration religion/national.

Creation of a Positive School Climate

Creating a school environment that kondusi for the implementation of partnerships with parents, namely through the friendly attitude of the parents, be patient in serving students and parents, to empathize with the parents, when parents come to the school received with familiarity, not put up surly, and greet the parents, accompanied by a smile, and of course, involve parents in the school program assembles.

DISCUSSION
Model Partnership of Parents and Schools

Partnership of parents and the school aims to achieve quality education. When a community decides to form a partnership, it is necessary to understand the significance of each party, an understanding in achieving goals, and is able to recognize as a familiar environment.

Parents and school partnerships established through a variety of models, namely parental education, volunteer activities, professional, and family. The model is believed to be able to realize the noble ideals that embody quality education.

The results are consistent with what was presented by Bacharach (1990) stated that their involvement (parents) can help prepare everything you need when their children will, during and even after attending a lesson at school. Parents can help classroom teachers to explain a particular subject matter according to expertise / skills of its (Reynolds et al., 1996). Riyani&Mantja (2008) suggests research findings that parents/guardians play a role such as a substitute teacher educator (teacher subtitute) and facility providers (providers).

Their involvement and partnership of parents and schools in the field of education by Olsen and Fuller (2003) will provide benefits to the learners themselves, society, teachers, and schools. The benefits of parental involvement in the education for students include: (1) the learners tend to benefit more regardless of race and background of economic status, or educational level of parents, (2) the learners generally attain the rank, grades, and attendance better, (3) the learners consistently complete their homework, (4) the learners become more disciplined and showed a higher motivation to attend school, (5) the positive attitude of the students towards schools often provide results in the form of improvement of attitudes improved in school and rarely violate regulations, (6) learners are placed in classes remidial reduced in number, and (7) of students who come from different cultures tend to do better if the parents and personnel educators work together to bridge the cultural differences that exist in the family and the school.

Strategy Building Partnerships with Parents

Education is a shared responsibility between government, communities, and families (parents). Children learn and develop in a family environment, school, and community. When there is a strong link between school, family (parents), and the community, and involve them actively help businesses learning and development of learners, then it will contribute to enhancing the quality of education.

The findings of Herman &Yeh (1983) shows that the participation of parents is positively correlated to the learning achievement of children and parents on students' satisfaction.Duke & Canady (1991) stated in some research results are very reassuring that, the involvement of the school community, including parents/guardians of the students was very positive support the successful implementation of a policy. While Keith &Girling (1991) confirms that the active involvement of parents bring positive impact on students. Without the participation or support from parents, education (schools) will not work with the maximum (Kusmintardjo, 2010).

The results showed that the strategy undertaken by the school in building partnerships with parents, including: (a) strengthening the two-way communication, (b) the strengthening of associations of parents through community classes, (c) provision of the priority programs of the school, and (d) the creation of a positive school climate. The results of this study are consistent with the opinion of Rebore (1985) that in an effort to empower the participation of a parent or develop a partnership between the school and parents, the school needs to pay attention to the principles, among others: (1) programs are designed to be easily understood and implemented , (2) sensitive to the aspirations of the people in this case are the parents of students, and (3) the idea contained in a simple and clearly communicated.

Partnership schools and parents can take place effectively, when schools can communicate with parents clearly and as often as possible (Bacharach, 1990). Communication is a means that is most crucial to build alliances or a good partnership with parents. Therefore, the school must provide sufficient time to communicate regularly with the parents (Kusmintardjo, 2010). There are some things that need to be done by the school in improving intentitas communications with parents, among which through the media: letters, websites, school magazines, school newsletter, telephone/mobile, and other social media such as whatshap, blackberry massanger, and line) , Other things that can be done by the school in empowering the participation of parents with through effective communication (Rohiat, 2010).

Bacharach (1990) argues that the management of partnerships with parents, can take place effectively when schools pay attention and develop the principle: "... (1) create a school that is open, helpful, and friendly, (2) give them the respect they (parents) were have

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demonstrated dedication and contribution to the advancement of education in schools ... ". Meanwhile, (Suryadi, 2003) stated that efforts to empower the participation of school parents should be able to foster cooperation with parents in a conducive and pleasant. The same is conveyed Kusmintardjo (2010) that "the attitude that needs to be developed in building a school climate that is conducive to, among other things: be friendly, flexible, open, passionate, empathetic, patient, and respect for others". The Rohiat (2010) calls "an example of things that can empower the participation of parents, such as giving praise to the parents, and the humane treatment ..."

CONCLUSION

From the results of the study concluded that: (1) a partnership of parents and schools, including (a) a parent education, (b) voluntary activities, (c) a professional model, and (d) the model of kinship; and (2) the strategy of building partnerships with parents, through: (a) strengthening the fabric of two-way communication between parents and the school, (b) the strengthening of associations of parents through community classes, (c) provision of the priority programs of the school, and (d) the creation of a positive school climate for the continuity of partnership between schools and parents.

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EFFECTIVENESS OF TRAINING WAYS TO BUILD CHARACTER IN EARLY CHILDHOOD

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ABSTRACT

The negative impact of globalization should be anticipated early. Starting from the smallest structures in society. It would need to parents, teachers, and community members to understand how to build an Islamic character to children. For that, this research will describing about effectiveness of training "Ways to Build Character in Early Childhood" are given to the parents and teacher in kindergarten Raudhatul Azhar. Its objective is to provide insight to parents related psychological approaches appropriate future development of the child, so parents can fulfill their role in instilling positive and Islamic character in children. Characters in Islam is also called morals. Morals including adab include habituation, modeling, and discipline. The training materials provided to a parent related to "Ways to Build Character in Early Childhood - Psychological and Religion Aspects". And the material given to the teachers is about "Moral and Behavior Education in Early Childhood". The results illustrate that the training are required by parents, seen from the results of the evaluation that nearly 90% of parents feel gain related knowledge to build the character of children, although only about 85% of parents who have started to apply the material. Similarly, the evaluation results obtained from kindergarten teacher Raudlatul Azhar, that 90% of kindergarten teachers to acquire knowledge about the design and implementation of curriculum-based character of the training materials. Based on these results, obtained input for the next activity focused on material practice and chores are evaluated regularly.

Keywords: islamic character, moral and behavior education.

The era of globalization and modernization provides a major change in people's lives, including social, cultural and religious changes. Most of the young generation live with the "their" world and disregard the cultural values and morals their predecessor had adopted that long ago. This makes all sorts of gaps in society.

The negative impact of globalization should be anticipated early. Of course, from the smallest structures in society, which is family. Family is a "system", so it takes care of each of its members to give each other a comfortable and harmonious life for all family members. The application of the values that start from the family, will deliver each of its members to be ready to face the wider environment and the challenges of the times such as the current globalization. To that end, the character instilling is needed in order to minimize the negative impact of the incoming of foreign culture, as well as moral and religious education is needed so that the public has a strong grip in life.

Early character education in the family is needed. Like a building, of course, a strong foundation will make the building can withstand the windstorm. The earlier we instill character of the child, the more powerful embedded within them. Education starts from before birth and continues until becoming an adult.

Moral crisis could be caused because we do not yet understand how the right way, the right time, and effective approach when we have to instill a positive character to our children. Of course, we first need to understand their physical and psychological development. When we have understood it, we would be much easier to instill good or superior character to our children. Children will try to do things that are taught by religion, do what is best for themselves, others, the environment, state and nation. We will also be easier to motivate them to optimize the potential of (knowledge) itself and is accompanied by consciousness, emotion and motivation, thus realizing the young people who have faith and taqwa, science and technology.

According to the matters described above, it is important that parents, teachers, and community members to understand how to build an Islamic character for our children. What we need to understand and pay attention to in order to do it maximum. Of course, after knowing, the need for a strong determination to carrying it out. This will be covered in the "Ways to Build Character in Early Childhood.

This training refers to previous studies we've done, which is "Parents' Hope on Educating Early Childhood Children" which the results f the research said 80% of parents want child development training materials, which we have already conducted the training in 2014. Other results from these studies indicate that the majority

of parents stated that they urgently need activities aimed at studying new ways of interacting positively with their children. In connection to this, we want to continue the training with related materials of "Ways to Build Character in Early Childhood" given to parents and teachers at Raudhatul Azhar Kindergarten.

The purpose of this research is to understand whether the "Ways to Build Character in Early Childhood" training can change parent's behavior on building a kid's character.

The problem in this research Is the training of "Ways to Build Character in Early Childhood" at Raudlatul Azhar kindergarten can be effective as a tool for parents and teachers to provide character education from an early age? This training will be given to 90 parents who have their child attending at Raudlatul Azhar kindergarten and 12 teachers.

Family. The family is a group of people with ties of marriage, birth, and adoption which aims to create, maintain the culture, and enhance the physical, mental, emotional, and social activities of each member of the family (Duvall and Logan, 1986). In the family is built the physical, mental, emotional, and social development of each family member. So families can build a unified whole in its development.

Another case according to Baiolon and Maglaya, said family is two or more individuals who live in one household connected by blood, marriage, or adoption. They interact with eachother; have their respective roles, creating and maintaining a culture (Bailon and Maglaya, 1978). Blood relations connect their blood and marriage. According to the Ministry of Health explained that the family is the smallest unit of society, including heads of families and some people who get together and stay somewhere under one roof in a state of mutual dependence. For the family, it acts as the first and foremost educator whereas in the education in it has a dependency between one another.

Character. In the era of 2000, education in Indonesia bloomed with their character education. We know that the characters in the Islamic religion is known as the word morals (akhlak). According to Lickona, characters are related to the concept of moral, moral feeling, and moral behavior. Based on these three components can be said that characters are well supported by the knowledge of the good, the desire to do good, and do deeds of kindness. So that character education can be defined as any attempt to influence the character of the students.

But to know the proper definition, it can be mentioned here the definition of character education delivered by Thomas Lickona. Lickona stated that the definition of character education is a deliberate attempt to help someone so that he/she can understand, pay attention, and do the ethical core values.

Meanwhile, according to Kertajaya, (2010) character is the hallmark of which is owned by an object or individual. The distinctive feature is original and rooted in the personality or the individual objects, as well as an "engine" that drives how an act, behave, say, and respond. Personality that must be built from an early age, integrated into the early childhood curriculum which has 18 grades of character, namely: (1) Religious, (2) Honest, (3) Tolerance, (4) Discipline, (5) Work Hard, (6) Creative, (7) Independent, (8) Democratic, (9) Curiosity, (10) National Spirit, (11) Love the homeland, (12) Appreciating the achievements, (13) Friendly/ communicative, (14) Love Peace, (15) Joy of reading, (16) Care for the environment, (17) Social Care, and (18) Responsibility.

Then, according to Suyanto, the character is a way of thinking and behaving that became the hallmark of every individual to live and work, both within the family, community, nation and state. Individuals who have good character is an individual who can make decisions and be ready to be responsible for every decision made as a result (Ansori, 2007).

According to Sahrudin (2007), efforts to establish the character of the child is very important. Therefore, it aims at forming personalities noble, tolerant, happy to help, mutual help, mentally tough and competitive, and always had an interest in science. All of this capability is based on the faith and devotion to God Almighty.

The values of these characters are developed in each of the existing competence in the teaching and learning activities in schools. But it cannot form a good character if it is not done in informal education, which is family. Parents play a major role in shaping the unique character of children.

Methods in this community service activity is with training as the intervention. Intervention is an action that results in a change or attempt to change the person, population, or organization that is the subject of evaluation (Øvretveit, 1998). The purpose of intervention is to make a change and make a difference in someone's life (Øvretveit, 1998). The form of intervention is training which is the next stage of implementation of the research results related to "Parents' Hope at Educating Early Childhood Children".

METHOD

This research method uses experimental method with one group experimental research design *(one-group post-test design)*. According to Christensen in Seniati (2009), this design only involves one group given the manipulation, then in certain period of time, it is measured for the response.

In this research, the manipulation is training "Ways to Build Character in Early Childhood". Then, often given the training, it will be seen its effectiveness.

Training of "Ways to Build Character in Early Childhood" is held at Raudhatul Azhar Kindergarten, Kreo, city of Tangerang. The numbers of kindergarten students at Raudlatul Azhar are 90 children with 12 teachers. To that end, the target of community service activitiy are parents and teachers. Raudlatul Azhar Kindergarten was established in 1993. Learners come from the weak economy, where the backgrounds of the parents work as a taxibike man, a laundress, and also those that were an employee.

RESULT AND DISCUSSION
Training Implementation Overview

"Ways to Build Character in Early Childhood" training was planned to be given to the 90 parents who have their children attending at Raudlatul Azhar kindergarten. But on the day of implementation, only 48 participants who attended, because the activities conducted was on weekdays and most parents had to work.

A speaker at the second session was Radhiya Bustan, M. Soc, Sc. The theme for this session was "Kid's Character Building" (Material attached). This meeting was held on May 2nd 2016 at the Hall of Raudhatul Azhar Kindergarten.

Before starting, the speaker invites parents to discuss related ways of educating a child character they've done today, what constraints and what measures taken to overcome them. Some parents said that they educate children more dominant by giving advice, if the child does not listen, parents often feel unable to hold back their emotions and ultimately scold and yell at the child. Through a process of discussion, it appears that most parents can not understand child development, so it has not been able to maximize the effective ways to educate children character according to the level of their development, such as by example, reading stories / story of the Prophet, to form positive emotions by playing together, and so on.

Character in Islam is called morals. Morals including adab include habituation,

exemplary, and discipline. Morals of the Prophet Muhammad are the role model for Muslims, so it needs to be introduced to children early. By knowing the nature and character of the Prophet Muhammad, is expected children can imitate and emulate the Prophet morals in everyday life. Therefore, the material presented by the speaker is relevant to character and morals of the Prophet as role models for Muslims, as Allah SWT says in surah Al Ahzaab:21.

The speaker then invites parents to listen to stories, movies or discussions related to the themes of morality of the Prophet as follows: 1. Clear of angry nature; 2. Do not like pitting; 3. Do not sneer; 4. Never overbearing; 5. Clear of malicious nature; 6. Spread the greeting; 7. Relax and do not rush; 8. Glad to help; 9. Keep prayers at the mosque; 10. No prejudice; 11. Loved fellow; 12. Maintain the mandate and far from being treasonous; 13. Respect the older; 14. Maintain cleanliness; 15. Spread a smile; 16. Clear of hostility; 17. Always humble; 18. Leaving fraudulent ruse; 19. Never lie, saying vile, and do ghibah; 20. Always pray every wanted to do thing; 21. Be gentle and not harsh; 22. Very forgiving; 23. Gracious (generous); 24. Strong and courageous to defend the truth; 25. Love animals, and 26. Helpful for others.

In the discussion of these themes, are discussed effective ways for parents in instilling moral character or the Prophet's moral. Starting from building emotional intimacy with children in order to create positive emotions.

Building emotional intimacy with children is done through effective communication, through the following way: 1). Using the word "want" when we ask a child to do something; 2) Staring at a child's eye when we communicate with them; 3) Accompanying communication with physical contact; 4) Being a good listener when the child is speaking; 5) Loving a child in a way he loved

Parents were asked to evaluate the extent to which they have to communicate effectively with their children. Most parents admitted they do not apply it. Then the parents were asked to give examples of behavior that has been done so far and they would do at home. Examples of such behavior were discussed within the group mutually. Then the parents were asked to complete a commitment to practice at home.

Some other issues related to the development of psycho-social abilities of children was also discussed at the meeting, among others, are: 1) Communicating with love with words full of affection, praise, encouragement, guidance, calls "dear" to children; 2) Give a gift; 3) Serve the child until he is able to give examples, such as teaching children to serve yourself and others; 4) Friendly with children; 5) Provide physical touch; 6) Fulfilling the wishes of children gradually

Psychosocial development of children needs to be based on religious teachings in order that the child has a character that is in accordance with the guidance of the Islamic religion. The things a parent can do is: 1) Establish honesty and familiarize the child to keep a secret; 2) Building social trust through habituation to help parents, along with peers, empathy; 3) Build trust by starting from the scientific teaching of the Qur'an and the Hadith of the Prophet which is a source of knowledge; and 4) Build entrepreneurial spirit, as exemplified by the Prophet.

Examples of Rasulullah performed in educating children to set an example also for parents in developing positive character traits in their children. At the end, question and answer session was done with parents to strengthen the material that has been given in order to be well understood. Questions submitted related practical tips in building the character of the child (such as building characters child discipline that is difficult to get up early and pray, tidying up their own toys, etc.). The speaker then provides answers to refer back to the content of the training material, and then gives practical examples that parents can do at home.

The second session of training was done for the teachers of Raudlatul Azhar kindergarten. Training of character education at the kindergarten were attended by 11 teachers of Raudlatul Azhar kindergarten (1 teacher was unable to attend due to giving birth) held on Saturday, June 25th 2016 starting at 08:30 to 10:30. The training activities starts with a discussion of the character and what activities are already done at the kindergarten. After starting the activity with a discussion of the kindergarten teachers of Raudlatul Azhar, realize that a lot of values character that have not been applied. In this case the kindergarten teachers say that they have long know about character education but do not understand how to apply it. For that mother Nila Fitria, M.Pd as a speaker provided an explanation of what that character, character education, character education goals, values early childhood character education, the role of teachers in character education and character education planning. After giving the matter by Mrs. Nila, then followed by a question and answer session. Mrs. May as Headmaster of Raudlatul Azhar kindergarten asked how to deal with difficulty in collaboration with other teachers? Then Mrs. Nila replied that every teacher that is present here are already bringing each character that is the result of education of parents, teachers, and the environment in the past. When a teacher is

already in the new environment of school, then you should be able to adapt to the new environment. One teacher also asked Mrs. Anis, how to deal with a child character that likes to say no good? Mrs. Nila answered, it should be observed first, the teacher should ask the child's parents about the routines that he/she do at home. Then do a home visit with the intention of equating teacher's data as the result of conversations with parents. Usually when it is already done, the teacher can see the behavior of a child who likes to talk dirty it was influenced by whom?

Character education training activities on teachers at the kindergarten ended with a group photo and a souvenir gift to the school. Expectations of this activity is the teachers are able to plan and implement character education in learning activities

Evaluation

Participants were given questionnaires related to the evaluation of training effectiveness. The questionnaire was brought home and charged at home. After 2 weeks, the new questionnaire is collected in order to see the extent to which parents can benefit from training, whether it has been able to understand the material and then apply it at home on their children or not. The results of the questionnaire illustrate that:

No	Aspects of Assessment	Percentage answer of "YES"
1	The suitability of the material to the needs of parents	90%
2	The training material is easy to be understand	88%
3	The timing of the training is suitable	85%
4	Raises motivation to form a new pattern in educating children	88%
5	Changes in attitude on educating children after training	90%
6	Acquire new knowledge	90%
7	Mother and child relationship got better	90%
8	Becoming more excited through the days as parents	90%
9	Already started to practice the knowledge gained from the training	85%

Based on the able above it says that almost 90% of participants, namely parents of Raudhatul Azhar kindergarten found the training of "Ways to Build Character in Early Childhood" make a positive impact on them in educating and building a child's character.

family if the trainees have started to apply tips to build the character of children in their homes. Of the three houses visited, the result that two people have already begun trying to implement positive ways to communicate with children, starting from very simple things. 1 person was still not able to apply because it was still difficult to control emotions and change the habit of scolding children. But the person promised to strive to improve and change the habit. This information was also confirmed by family members who were in the house at the time.

The results of the questionnaire were 90% of kindergarten teachers will design to create a character-based learning programs and 90% will practice the knowledge given in KBM. Kindergarten Teacher of Raudlatul Azhar felt acquiring new knowledge and will become a role model for their students as much as 90%. The timing of activities in accordance with the desired time, where Raudlatul Azhar kindergarten teacher in the school holiday period and will prepare for the start of the school year. As many as 90% of teachers were eager to teach after obtaining knowledge.

CONCLUSION AND SUGGESTION
Conclusion

Based on the community service that we've done in the form of training "Ways to Build Character in Early Childhood" given to 48 parents and 12 teachers, the result that the associated training needed by parents, and results from evaluations filled out by parents that nearly 90% of parents feel they receive related understanding of the child's character building training materials. However, only around 85% of parents who have started to apply the material. Similarly, the evaluation results obtained from a kindergarten teacher Raudlatul Azhar. That 90% of kindergarten teachers acquire knowledge about the design and implementation of curriculum-based character of the training materials. It is also confirmed from the results of home visits to there trainees' house.

Suggestion

Based on the results, the suggestions for further activities so that more material is added; practice and chores are evaluated regularly. Given the theoretical understanding at the meeting. In addition, the training is expected to build character is also given to the male parent, that parenting at the home can be consistent and run with full commitment together between parents and the school.

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ASSESSING FACULTY DEVELOPMENT NEEDS:
THE CASE OF MINDANAO STATE UNIVERSITY

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ABSTRACT

Assessment is an essential process of gathering necessary information useful for evaluating the needs of a certain variables. In this study, assessment was primarily used to examine the faculty development needs of the Mindanao State University Marawi Campus. Variables investigated through survey, focus group discussions and consultative meetings include faculty profiles, trainings, performance, research and publications, housing program, appointment status, study grant and promotions, and the needs for faculty enhancement program. Based on the data gathered from the survey and series of consultative meeting/focus group discussion in the different colleges in the university, comprehensive results revealed that, the faculty force of Mindanao State University (MSU) in terms of educational attainment, trainings, and research outputs is not enough for the university to be considered as candidate for center of excellence and or center of development. Faculty needs motivation such as financial supports, conducive learning environment, enough housing program, continuous and regular attendance of fora and other professional growth are the most urgent needs of the faculty. Generally, MSU administrations need extra efforts in providing faculty development needs so that the university will meet the requirement to achieve center of excellence and center of development.

Keywords: assessment, faculty development, faculty needs, faculty feedbacks

Productive working environment requires skilled and competent employees. Having competent and skilled employees can do complex tasks efficiently, effectively and in safe manner. Universities around the world precisely attempt and initiate different plan and strategies in applying the idea of ―quality‖ in the context of education. Globalization and global competitiveness towards academic excellence continues to be a challenge as it is reflected to quality that signifies different means of coping with the continuous intense competitiveness. Instructional quality plays a vital role in attaining the framework of quality education. Growing evidence has been set that students are most motivated to learn and excel when teachers are strong on all three legs of the instructional tripod that is: content knowledge, pedagogic skills, and relationship skills. The importance of teacher effectiveness in providing quality learning experiences to all students is absolutely clear. However, some teachers produce much larger achievement gains than others do and that differences in teacher effectiveness tend to persist from year to year in the absence of effective professional development (Ferguson, 2007).

In the Philippines, the Commission on Higher Education Memorandum Orders (CMO) in attaining Center of Excellence (COE) and or Center of Development (COD) gives more emphasis and percentage to instructional quality research and publication. Key persons that give instructional quality are the faculty since they are the prime movers and doer in delivering instructions to the students. However, studies conducted which was reaffirmed by UNESCO reports (2003) revealed that quality education is declining especially in developing countries in which Philippines is part of it due to problems and challenges face by the teachers and learners which includes lack of classrooms and instructional materials, inadequate teachers, and no appropriate funds for faculty development and among others. Given this deficiency, assessing faculty development needs is much needed in order to address the so called ―attaining academic excellence or center of excellence in educational services. According to Irby, O'Sullivan and Steinert (2015), faculty development is an indispensable and often undervalued institutional resource, yet it plays essential role for the advancement of faculty competence and organizational vitality. In the World Education Forum, Dakar (2000) stipulated that to achieve education for all it needs to improve the quality of education. He said *"Improve all aspects of the quality of education to achieve recognized and measurable learning outcomes for all-especially in literacy, numeracy and essential life skills"* Development is a lifelong process. It's a way for people to assess their skills and qualities, consider their aims in life and set goals in order to realize and maximize their potential (SkillsYouNeed.com©2011-2016).

The purpose of this paper is to assess and examine the status of the faculty in terms of

educational qualification/educational attainment, terms of appointment, seminars and trainings attended, faculty housing program, research outputs, enhancement needs and personal perceptions of the teachers. Assessing faculty development needs was done through needs assessment analysis and consultative meeting, for us the Mindanao State University (MSU) office for planning and development could draw a workable development plan that could address the issues on faculty development needs.

METHOD

Assessment has many purpose, it could be used to appraise the performance of the students or teachers, and to provide feedback. In this study assessment was used to dealt on the present status of the faculty in MSU in order to identify and evaluate their needs and feedbacks was drawn. This study documented the faculty development needs through needs analysis and consultative meeting using survey questionnaire and focus group discussions in each college in the university. The data was gathered through a series of formal and informal consultative meetings apart from the survey questionnaires. Aside from survey questionnaire, focus group discussions and consultative meetings, data from annual reports of the university was also used as data source that serve as platforms of the previous issues of the variables investigates so as to draw conclusive evidence on the faculty development needs.

RESULTS AND DISCUSSIONS
Results
MSU Faculty Profile

Faculty profile of the MSU includes educational qualifications and trainings attended. Educational qualification of a university faculty is an important thing to consider in planning towards attaining academic excellence. Based on the collected data, out of 856 faculty respondents who successfully participate the assessment survey only one hundred thirteen (113) or 13.2% are Ph.D. holders, and among the seventeen colleges, the faculty of the

College of Agriculture has the highest percentage (17.78%) of PhD holders, followed by the College of Forestry (17.39%), and then the College of Public Affairs or CPA (16.88%). In general, less than 50 % of MSU the faculty members are master's degree holder (44%).

However, combining the numbers of PhD's and masters' degree holder it comprises 57.2%, yet this percentage is still weak considering that the university is aiming to be

known as either center of excellence and or center of development.

Based on the standard criteria of the Philippine Commission on Higher Education (CHED) center of excellence and center of development instructional quality comprise 45% of the total key areas in which faculty force and qualifications has a greater percent composition (30% - 40%) of its components depending on the course or field. According to this standard criterion, faculty is the primary operative resource in the academic institution.

Faculty shoulder the institution's responsibilities to teach and facilitate learning, generate new knowledge, and assist in providing service programs of the institution to the community. The faculty roster of every field or course areas must be composed of professionals in terms of education, experience and skills.

The minimum requirement of the Philippine CHED for a certain degree program to be acknowledge as either center of excellence and center of development is that there will be at least five (5) full time PhDs' and two (2) PhDs' plus three (3) masters' degree holder respectively. However, this requirement is just a minimum and it will vary according to the degree programs of each college of department. As shown in Table 1 and the succeeding figures (Figure 1 and Figure 2), the Mindanao State University (MSU) Marawi Campus, the number of faculty members in each college who are PhDs' is not enough or does not meet the minimum requirement to be a candidate for Center of Excellence and or

Center of Development except for the two programs or department under the College of Natural Sciences and Mathematics namely Mathematics and Biology Department.

As shown in figure 1, the trend of the MSU faculty educational attainment is fluctuating. There is no continuous progression especially in the higher education of college faculty. This trend implied that the MSU failed to maintain or sustains the professional growth of its faculty by sending them to further studies and by giving them opportunity to avail study grants. If this trend will not be mitigated then, MSU could not really attain its goal towards a center of academic excellence or center of development.

In terms of trainings and seminars attended by the faculty of MSU as shown in Table 2, generally less than 50% of the faculty in each college attended various trainings and seminars except for the sole college, the College of Sports, Physical Education & Recreation (CSPEAR) in which almost all of them (95.83%) attended various trainings and seminars. Again, Philippine CHED memorandum for center of excellence and center of development stipulated and clearly emphasized that

self-improvement among faculty such as participation in postgraduate programs, trainings and skills development are deemed necessary.

Table 1 College Faculty Profile of MSU-Marawi Campus in Terms of Educational Qualifications (2016)

| College	Ph.D./EDd		MS/MST/MAEd		BS/BSEd/AB		POST GRAD		Total
	f	%	f	%	f	%	f	%	
College of Agriculture	8	**17.78**	25	55.56	11	24.44	1	2.22	45
College of Business Adm.	2	5.26	19	50.00	17	44.74			38
College of Education	7	16.67	17	40.48	18	42.85			42
College of Eng'g	3	10.34	12	41.38	14	48.28			29
College of Fisheries	**0**	0.00	10	62.50	6	37.50			16
College of Forestry	8	17.39	15	32.61	23	50.00			46
College of Health Sciences	4	10.26	6	15.38	29	74.36			39
CHARM	3	10.71	10	35.71	13	46.43	2	7.14	28
CIT	**0**	0.00	3	13.64	19	86.36			22
ISED	3	14.29	8	38.10	10	47.62			21
King Faisal									0
College of Law									0
CNSM	32	13.55	**86**	55.48	37	23.87			155
CPA	26	16.88	64	41.56	64	41.56			154
CSSH	16	9.25	83	47.98	74	42.77			173
CSPEAR	1	4.17	15	62.50	8	33.33			24
Engg Tech	**0**	0.00	4	16.67	16	25.00	4	16.67	24
Overall Total	113	13.2%	**377**	44%	359	41.9%	7	0.8%	856
Overall Mean	0.132		0.44		0.419		0.008		
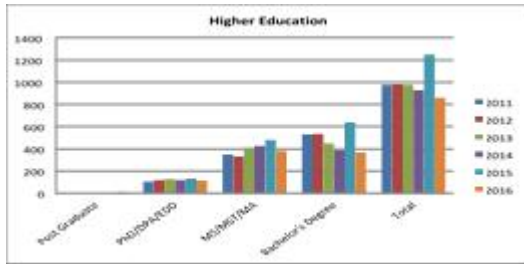
Figure 1 Comparative Number of college Faculties by Educational Attainment (2011 – 2015) (Source: MSU Annual Report 2015)
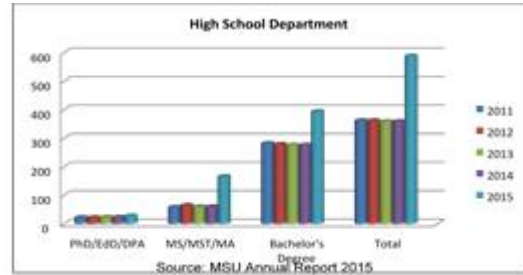

Figure 2 Comparative Numbers of High School Faculties by Educational Attainment (2011 – 2015) (Source: MSU Annual Report 2015)

Further studies, trainings and seminars are important motivation on the part of the faculty with the interest to improve its prime resource. Irby, O'Sullivan & Steinert (2015) study related to recognizing excellence in faculty development programs revealed that the faculty development program takes place in accredited professional schools which should be aligned to the school missions and goals. Faculty development program must be systematic, evidenced-based and must focus on improving educational practices, leadership and scholarships. Teachers at professional higher or educational institutions have the task to arrange the conditions that would enable the students to absorb fully the knowledge transfer, techno-transfer and any form of education and learning. University should optimally provide competent graduates and solve problems related to in depended monitoring educational processes and surely produce graduates which are in demand in the employment market (Safargaliev & Vinogradov, 2015).

Faculty Research & Publication

Research and publications is a strong manifestation of a matured university. Research and publications is one of the important vehicle in making linkages and collaborations to other universities around the world. Literature and studies survey reveals that external integration of education is very important especially on this globalization theme. Interrelations between universities that allow networking and collaborations are a promising strategy towards gaining more diverse and productive forms of integrations towards achieving academic excellence, research and extensions. However, in the case of MSU Marawi campus, the research outputs of faculty in not progressive. Only few of the faculty has successfully conducted research due to overloading of teaching loads. The MSU research and publications has not given priority, thus faculty are not motivated to do so. This research outputs issues are same as true in terms of research publications. As shown in Figure 2, research publications are fluctuated. In the year 2015 publications rises however, in 2016 it drastically moves downward. The trend on research

and publication implied that the MSU failed to sustain the research capabilities of its faculty. In fact, the MSU is missioned to perform the traditional trilogy of functions of a university, namely: instruction, research, and extension.

Study conducted in U.S. by Mullen, Murthy, & Teague (2008) revealed that availability of sufficient laboratory space, equipment's, financial and material resources were deemed critical for supporting faculty's efforts in doing research.

Table 2 Faculty Profile of MSU-Marawi in Terms of Trainings/Seminar Attended

| College	f	%	Total # of Faculty	Mean
College of Agriculture	16	35.56	45	0.36
College of Business Adm.	2	5.26	38	0.05
College of Education	6	14.29	42	0.14
College of Eng'g	9	31.03	29	0.31
College of Fisheries	3	18.75	16	0.19
College of Forestry	10	21.74	46	0.22
College of Health Sciences	2	5.13	39	0.05
CHARM	4	14.29	28	0.14
CIT	2	9.09	22	0.09
ISED	1	**4.76**	21	0.04
King Faisal College of Law				
CNSM	24	14.48	155	0.15
CPA	40	25.97	154	0.26
CSSH	33	19.08	173	0.19
CSPEAR	23	**95.83**	24	0.95
Engg Tech	3	12.50	24	0.13
PUC	3		11	0.27
Overall Total	181		867	
Overall Mean				0.209
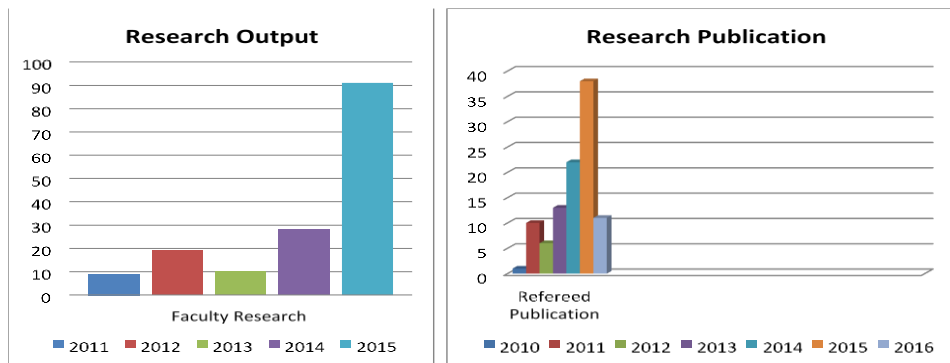
Figure 2 Research and Publications

Housing Program

Another need that is relevant for efficient and competent performance of the faculty in the universities and any other institution is the housing program intended for the faculty. In order to attain productive and sustainable academic excellence, faculty must be self-motivated. However, if the faculty has a long-way to travel from their home to the campus, the situation might be chaotic and stressful and could suppress the utmost transfer of knowledge from the teachers to the learners. In the context of globalization and academic excellence, educational environment or school climate must be conducive to both teachers and students. Many universities in other countries efficiently provide housing program for all of its

employees. Nanyang University in Singapore is a very good example in terms of providing housing programs for their employees and the university environment is conducive to all constituents.

In the case of MSU Marawi Campus, Table 4 shows that there is no equal distribution of housing programs to the faculty and other employees of the university. Majority (69%) of the employees in the university are either renting private cottages or commuting from the campus to their respective home which is either in Marawi City and Iligan City. These results implied that the employees of the university have no equal opportunity in terms of housing program. Maybe the university could not provide enough housing for its employees or there it might be no proper regulation in terms of its housing program. Since most of the employee

particularly the faculty is commuting, traveling from their respective homes to the university and vice versa could hamper the efficient delivery of their services. They might be late in the office due to some unavoidable circumstances during travel like traffic or mechanical malfunction of the vehicle and others. Based on interviews, commuters' faculty are avoiding to handle early schedule classes and classes in the late afternoon because they having troubles of their travels. This issue must be resolved by the university officials so that attaining its missions and goals towards academic excellence and globalization will not be jeopardize.

Table 4 Faculty Profile of MSU-Marawi in Terms of Housing Program

| College	MSU Housing/Cottage		Private Cottage/Renting		Commuter		Total
	f	%	f	%	f	%	
College of Agriculture	14	18.18	18	23.38	21		53
College of Business Adm.						27.27	
College of Education	13	25.00	13	25.00	26		52
College of Eng'g						50.00	
College of Fisheries	6	33.33	6	33.33	6	33.33	18
College of Forestry	12	54.54	4	18.18	6	27.27	22
College of Health Sciences	5	15.15	4	12.12	24	72.73	33
CHARM	32	80.00	4	10.00	4	10.00	40
CIT	1	5.26	8	42.11	10	52.63	19
ISED	8	38.10	8	38.10	3	14.29	19
King Faisal							
College of Law							
CNSM	14	14.89	46	48.94	34	36.17	94
CPA	14	41.18	7	20.59	13	38.24	34
CSSH CSPEAR				56.52			
	9	39.13	13		1	4.35	23
Engg Tech	5	31.25	7	43.75	4	25	16
PUC	1	11.11	1	11.11	7	77.78	9
Overall	134	31%	139	32%	159	37%	432
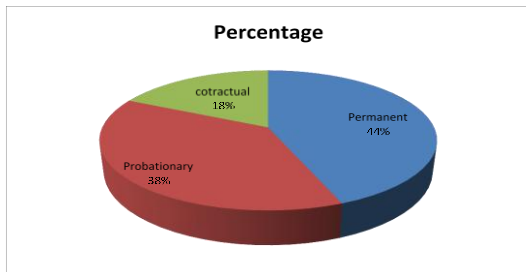
Figure 3 Percent Composition in Terms of Faculty Appointment Status Source: OVCAA Office

Study Grant

Professional growth of faculty is very important in attaining academic excellence and globalization. As of 2014 records provided by the annual report of the Mindanao State University, study grant provided to the faculty by MSU is not progressive. As shown in figure 4, year 2013 has the highest number of faculty that is on study grant on doctoral degree. However, it abruptly decreases in the year 2014. In the case of maters' degree program there is a progression increase number of faculty on study grant for 2011 and 2012, but decreases as much in the year 2013, and manage to increase again in the year 2014. The fluctuation of providing study grant program of the faculty implies that the university does not seriously prioritize the professional growth of its faculty regularly. According to Monterona (2014), human resource is the most essential components in any organization. Each employee brings to the organization different skills, knowledge, and ideas that help the organization or university attaining its goals. An employee must continuously grow professionally in order to keep abreast on the un-ending change in the process of learning, education and innovations. Professional growth in terms of continuous education through study grant, trainings, and symposia is the process of preparing the manpower of the university towards innovations and educational revolutions of the mind in terms of multidimensional basis for the solution to a wide range of pedagogical and content knowledge problems. Continuous education and learning is an educational process in any educational system or universities that serve as reference points on the development of heuristics and exploratory capabilities to face the challenge of global competitiveness.

Other Needs

Faculty needs enhancement in all aspects namely; training and conferences, research, and

further studies through scholarship programs and study grant. They also need enough housing program, regular monitoring in the process of giving tenure and promotion. Incentives, hazard
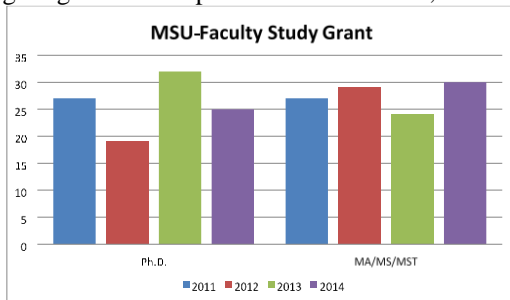

Figure 4 Study Grant of MSU Faculty
Source: Annual Report 2014

fees, and equal opportunity are mostly requested by them. Moreover, motivating factors that drives the faculty to do efficiently their jobs is also one of their concerns considering that most of the time or none at all. Mullen, Murthy, & Teague (2008) concluded in their study that university infrastructure and organizational structure and culture are important factors to consider so as achieving academic excellence. . Furthermore, the working environment of the faculty must be conducive enough so that they will become more productive. Housing program must be also properly regulated so that all faculties can avail such privilege. Lastly, school climate must be friendly and just. A sound and healthy organization is depicted through social and professional interactions of the employees (Sia-ed, 2016).

CONCLUSION

Development of educational process towards academic excellence and globalization is of current interest to all educational institutions and universities. However, these could not be attained if manpower especially faculty are equipped totally in transfer knowledge and skills to the learners. For many institution and university including the Mindanao State University, the most serious drawbacks in the attaining of academic excellence should begin to comprehend the pedagogical content knowledge of the faculty, and the different activities in conditions of the further existence and development of mankind as a whole. Based on the findings of this needs assessment survey, MSU needs to capacitate the faculty in terms of instructions and research. MSU officials must regularly provide study grant to the faculty in each college with proper selections, monitoring and time bound. There must be proper execution and implementation of the MSU Code of governance on the case of faculty development programAll learning

institutions must see to it that the organizational structure is bound to proper ethics that could serve as guiding rules in monitoring the university climate and health conditions. Giving incentives and other form of motivations must be equally distributed to the deserving faculty members and other employees in the university. Commitment and cooperation of every employee and higher officials in the university is significantly needed to effectively promote faculty development and in this way, academic excellence and globalization will surely attain. Analyzing the needs of the university employees is a continuous process and must be done regularly in every institution. Assessing faculty development needs is a continuous process because the mood of the school campus environment and the needs of the faculty are always changing. Hence, the task of faculty development needs assessment must be regularly conducted and monitored so as to develop plans and strategies in order to address those needs and for continuous development towards academic excellence and global competitiveness.

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ENGLISH CURRICULUM IN INDONESIA: TEACHERS' PERCEPTIONS

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ABSTRACT

For the last decade, there are three curriculums which have been implemented in Indonesia education system namely curriculum based competence, school based curriculum, and 2013 curriculum(Syahmadi, 2014). The changing of curriculum is expected to improve the quality of education in Indonesia. However, the changing of curriculumtriggers reaction from teachers as curriculum implementer. Therefore, this paper aims to present teachers' perceptions toward English curriculum in Indonesia.A descriptive qualitative method is used in this research. The data are collected through questionnaire and interview. The result of this study is expected can give enlightenment to a better education quality in Indonesia.

Keywords: English curriculum, teachers' perception

Curriculum in Indonesia keeps changing. It is because that curriculum should be revised continuouslyso it will be remained relevant in ever changing world (Alwasilah, 2007).In addition, the changing of curriculum is expected to improve the quality of education in Indonesia. Moreover, curriculum is expected to restore the character education and students' creative thinking (Alwasilah, 2013).

2013 curriculum was firstly launched in 2013 and. 2013 curriculum is an improvement of the previous curriculum. The differences between 2013 curriculum from the previous curriculum is a change of teaching learning focuses. In 2013 curriculum, there are three competences include skill, behavior, and knowledge which should be integratedin the teaching and learning processes (Syahmadi, 2014). This curriculum also focuses on students 'centered. As result, it influences the teaching methods which emphasize on students' critical thinking development.

Curriculum cannot be separated from teacher and teaching and learning process. In education system, teachers play an essential role in the successful implementation of curriculum (Richards, 2001). How the teachers interpret the curriculum and derive it in the teaching and learning process is influence the achievement of teaching goals. Therefore, teachers' perceptions toward curriculum are very important to be considered as an evaluation to recent curriculum.

2013 curriculum as recent curriculum prepares the learners not only to develop their cognitive skill but also their soft skill such as their characters and creativity. It is compulsory for the students and teachers to have good characters and behaviors to have successful education (Suherdi, 2012). Different from previous curriculum, 2013 curriculum is started by determining the standard of passing competence (SKL). Then, it is specified into core competence (KI).

In the teaching and learning process, 2013 curriculum is focused on process rather than goal. There are some possible methods which can be applied in the teaching and learning processes. One of them is scientific approach. Scientific approach emphasizes that the students need to know "what"" (aspect of knowledge), to know "how" (aspect of skill), and to know "why" (aspect of attitude). There are five steps in scientific approach which include observing, questioning, associating, experimenting, and networking.

Perception is defined as an active process that people have to act in order to perceive (Baron, 1995). It is also can be defined as the process which the information from sensory receptor needs to be selected, organized, and interpreted (Lahey, 2012). In addition, it is also can be defined as the process of interpreting a stimulus transmitted in the brain (Sperling, 1982). Further, it is explained that there are some factors which influence people's perception such as background of knowledge, previous experience, personal feelings, attitudes, drives, and goals. Perception in this study is concerned with English teacher's interpretation and thought about recent English curriculum in Indonesia.

METHOD

This research employed a descriptive qualitative research design since it focused on the investigation of teachers' perceptions toward English curriculum in Indonesia. This research was

conducted in Majalengka. The selection was based on accessibility in terms of permission and location. Two English teachers served as respondents. The teachers was purposively chosen based on consideration that they have appropriate educational background and many experiences in teaching English for more than ten years. Moreover, they have implemented 2013 curriculum. Therefore, it is assumed that the teachers have good qualification. In collecting the data needed for this research, two instruments were used; they were questionnaire and interview.Data obtained from researchthen transcribed, categorized, and interpreted based on related theoretical framework.

RESULTS AND DISCUSSION

In this part, the findings of teachers' perception toward English curriculum in Indonesia are categorized into four categories: teachers' perception on recent curriculum, teachers' teaching preparation, learning activities, and evaluation of students' achievements.

First, based on the interview result, it is true that the teachers are trained first before the implement 2013 curriculum. The teachers know the basic concept of 2013 curriculum, the similarities and differences between 2013 curriculum and previous curriculum, the strengths and weaknesses of 2013 curriculum. In the teachers' perception, 2013 curriculum is not a totally new curriculum but it is a revision form of previous curriculum. The main difference between 2013 curriculum and previous curriculum is the presentation of learning materials. In the previous curriculum, learning materials are presented separately. Meanwhile, in 2013 curriculum, each skill such reading, listening, speaking, and writing are integrated. The teachers assume that there are some strengths and weaknesses of 2013 curriculum. The strengths are included: 2013 curriculum emphasizes on characters building; evaluation is done through authentic assessment; textbook and syllabus are provided. However, there are some weakness of 2013 curriculum as perceived by the teachers such as assessment in qualitative form makes the parents and students not satisfied; the use of animation picture in the textbook seems to be ambiguous; it is not easy to apply scientific approach in the teaching and learning process; irrelevant test conducted by the government (national examination).

Second, in preparing teaching and learning process, knowing students' need is important to prepare the materials. The teachers agree if syllabus, lesson plan, and textbook are provided by the governmentso they just need to modify and adjust them based on the needs. The teachers do not find any difficulties in preparing the teaching and learning process. However, it will be better if government provide the facilities for the school such as computer and internet.

Third, in the teaching and learning process, the teachers use scientific approach. There are five steps in scientific approach. First, observing, the teachers sometimes use video, pictures or other media which are related to the materials so the students can do the observation. Second, questioning, the teachers encourage the students to propose questions. Third, associating, the teachers develop students' critical thinking through activities which facilitate them to think and analyze. Fourth, experimenting, practices which leadthe students to solve the problem are a part of this step. Fifth, networking, the teachers guide the students to cooperate with their friends.They think that using scientific approach in the teaching and learning process is quite challenging. They also are not sure whether the procedures are right or not. Therefore, they suggest that teacher professional development should be facilitated by the government to enhance their capability in implementing the curriculum.

Fourth is evaluation of students' achievement.Based on the teachers' perception, assessing the students based on 2103 curriculum is not easy to conduct. It is because the process of assessing students should be conducted in authentic or informal or alternative assessment. Thus, the teachers still need to see the guidance and learn how to assess the students in appropriate way. They fully aware that evaluation not only can give a description about their students' progress but also can give a description about what have been done and what should be done by them.

CONCLUSION

Based on the findings of the research, it can be concluded that the teachers have a good basic concept of recent curriculum in Indonesia. However, they think that it is not easy to implement the curriculum which keeps changing shortly. They think that the curriculum should be revised at least after five years. They also suggest that it will be better if the teachers are involved in the curriculum evaluation and development.

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