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**INTERNATIONAL CONFERENCE
ON EDUCATION AND TRAINING**

**FACULTY OF EDUCATION
STATE UNIVERSITY OF MALANG**

theme:

**Improving the Quality of Education and Training
through Strengthening Networking**

INTERNATIONAL CONFERENCE
ON EDUCATION AND TRAINING
2nd ICET



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

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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 education 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 field 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 committee 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 conference as good as possible.

Dean,

Prof. Dr. Bambang Budi Wiyono, M.Pd

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Building Character Education Practices For Islamic Boarding Schools

Fauzan

723-729

BAWANG PUTIH DAN BAWANG MERAH **LITERATURE STORY BOOK USED AS A MEDIA TO INTEGRATE** **THEMATIC INSTRUCTIONAL FOR THE FIRST STUDENTS OF** **ELEMENTARY SCHOOL**

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ABSTRACT

The aim of the research is to create a Bawang Putih and Bawang Merah literature story book which is able to use as a based foundation to integrate thematic instructional for the first grade of elementary school. The creation of Bawang Putih and Bawang Merah Literature book focused (1) the content area, (2) the language, and (3) the illustration of the literature story book. The result of the research shows that (1) the content area of the literature story book is very effective to be used to integrate the thematic instructional for the first grade students of elementary school. It makes easier for the elementary teacher to implement the first and the second core competence in the 2013 curriculum which focus on spiritual and morality education; (2) the language which appropriate with the students mind development makes the students easy to understand the story so that they feel enjoy to study; (3) The illustration of the book which is designed colourful can make students enjoy to story. It is hoped that the elementary teachers can develop or increase the other media that can integrate the thematic instructional as the elementary school.

Keywords: literature story book, media, integrate, thematic instructional

The Indonesian Curriculum of Elementary Education 2013 stated that theme-based learning in first grade of elementary school highlights the importance of Main Competence 1 (spiritual), Main Competence 2 (social), Main Competence 3 (knowledge), and Main Competence 4 (skill). The characteristics of elementary education are coherence, integration, purposiveness, and authenticity. The integration and combination of learning contents are put under the same theme along with various sub-themes consisting of different subject matters. Curriculum 2013 emphasizes the aspect of moral and spiritual, while the knowledge aspect is only available in small percentage.

In order to effectively build the moral and attitudes of the learners, each learning activity will be based on aesthetical and behavioural value. Integration, context, authenticity, and purposiveness of learning activities can be presented through storybook. Language competences of the students, including reading, writing, listening, and speaking competence, can be developed by actively engaging the students with the storyline. The students will not simply be able to enhance their language competences by learning the principles of the target language; instead, the students are required to directly use the target language. Jonson D Terry and Loise Daphne R (1987:2) stated that "*Children increase their ability to use language by becoming involved with language.*"

By engaging the students with storytelling activity, they can use their language competences through (1) recognizing alphabets,

(2) shared reading, (3) writing their favourite parts of the story, and (4) roleplaying in their preferable ways. The teacher may try to explain the storyline in order to combine integrated themes with the curriculum and develop the moral value of the story in building students character. Later on, by using literature books in storytelling activity, the students may acquire aesthetic reading ability. Cox and Many in Cox (1993) stated that "*Aesthetic reading opens up worlds of possibilities for teaching with literature.*"

According to the result of PPLG district 115 of elementary teachers in Batu, it turns out that theme-based learning nowadays is mostly student activity book-oriented, which means that the teachers do not encourage any innovation in their teaching and learning activities. Aside from teacher guidebook and student activity book, the teachers are required to make use any other learning media creatively. Unfortunately, most schools still suffer from the lack of literature books which are well-composed in terms of content, language mechanics, and illustrations that are suitable for the mental age and language development of first grade students of elementary school. Therefore, the literature books used in theme-based learning for first grade students of elementary school should be well-developed with proper regard to the content appropriateness, language mechanics, and illustration.

Big Book is one of the story books that can be used in theme-based learning as it consists of storyline written in large font and large, colourful illustration, thus can be classically attractive to elementary students.

The objective of the literature books development is to describe literature book that can be used as learning material for first grade students of elementary school. The descriptions used to combine different subjects in theme-based learning for first grade students are including (1) the content of the story, (2) language mechanics, (3) illustration, and (4) storybook prototype.

METHODS

The method used in developing literature book is descriptive qualitative approach, which can be used to describe these related matters: (1) the area of story content in regard with the mental age of first grade students, (2) language mechanics in regard with the language development of first grade students, and (3) storybook illustration to meet the interest and preference of first grade students.

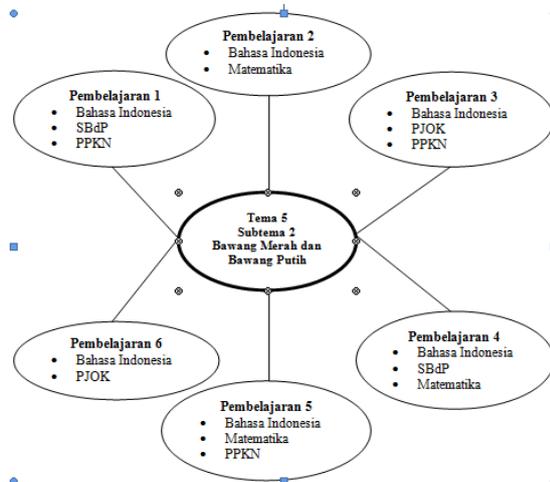
In general, the research design used in this study is based on Research and Development (R&D) found by Borg and Gall (1979), which steps are including (1) research and information collecting, (2) planning, (3) developing preliminary form of the product, (4) preliminary field testing on limited scale, (5) preliminary product revision, (6) main field testing, (7) main product revision, (8) operational field testing on wider scale, (9) final product revision as suggested by the result of operational field testing, (10) revision and distribution. In this study, the researcher only apply and modify some of those steps.

After reviewing the aspects of content appropriateness, language mechanics, and storybook illustration, it is decided that an Indonesian folktale entitled “The Garlic and the Onion” is suitable to be used in theme-based learning for first grade students of elementary school.

The storyline of “The Garlic and the Onion” can be used in combining different subject matters on theme 5 “My Experience”, sub-theme 2 “Having Experience with My Friends” consisting of learning activities 1-6, those are:

Activity 1: Indonesian language, Art and Culture Education (*SBdP / Seni Budaya dan Prakarya*), and Civics Education, (2) Activity 2: Indonesian language and Mathematics, (3) Activity 3: Indonesian language, Physical Education, and Civics Education, (4) Activity 4: Indonesian language, Art and Culture Education (*SBdP / Seni Budaya dan Prakarya*), and Mathematics, (5) Activity 5: Indonesian language, Mathematics, and Civics Education, and (6) Activity 6: Indonesian language and Physical Education. Below is the distribution

draft of the learning media combined with literature work entitled “The Onion and the Garlic”. The distributed learning media is about to be distinguished into different clusters as follows:



Each one of different the subject matters combined with the storyline of “The Garlic and the Onion” is described in the following Main Competence.

Activity 1

There are different contents of Indonesian language subject in the Main Competences, which are: (1.1) to accept Indonesian language as a God’s blessing which is also known as the national language and is a subject of learning among other vernaculars, (2.1) to promote awareness and curiosity towards the concept of figure and nature of things by using Indonesian language and/or vernaculars, (3.1) to be familiar with descriptive text on the body parts and five senses, the figure and nature of things, and the exchange of day and night with the help of teacher or other students to answer the questions in Indonesian language related to the storyline of “The Garlic and the Onion”, both oral and written, in which the students may answer the questions using any vernacular vocabulary, and (4.1) to listen and practice descriptive text on the body parts and five sense, the figure and nature of things, and the exchange of day and night, then individually answer the questions in Indonesian language related to the storyline of “The Garlic and the Onion”, both oral and written, in which the students may use any vernacular vocabulary.

There are different contents of Art and Culture Education (*SBdP/ Seni Budaya dan Prakarya*) subject in the Main Competences, which are: (1.1) to feel the beauty of nature as an evidence of God’s mighty power; (2.2) to acknowledge the inspiring beauty of surrounding nature in art-making process, (3.5) to acknowledge the Indonesian vernaculars and cultural products; indicator: distinguish the sound of various forest birds, and (4.17) to describe Indonesian vernaculars

and cultural products; indicator: to describe the musical piece used in “The Garlic and the Onion”.

There are different contents of Civics Education subject in the Main Competences, which are: (1.2) to admit that diversity in school and neighbourhood is a God’s blessing, (2.3) to express togetherness in regards with diversity in school and neighbourhood, (3.3) to observe and describe the togetherness found within diversity in school and neighbourhood; indicator: to discuss the meaning togetherness within diversity through the sound of forest birds, and (4.3) to observe and describe the togetherness found within diversity in school and neighbourhood; indicator: to practice togetherness within diversity through imitating the sound of forest.

Activity 2

There are different contents of Indonesian language subject in the Main Competences, which are: (1.2) to believe in the mighty power of God in creating nature, human beings, and various languages throughout the mankind history, (2.5) to express good behaviour and honesty through Indonesian language and/or vernaculars in neighbourhood activities, (3.1) to understand descriptive text on body parts and five senses, the figure and nature of things, and the exchange of day and night in Indonesian language, both oral and written, with the help of teacher or other students, in which the students may use vernacular vocabulary; indicator: to read text on musical instruments made of bamboo as it can be easily found on the way home/to school, and (4.1) to observe and practice descriptive text on body parts and five senses, the figure and nature of things, and the exchange of day and night individually in Indonesian language, both oral and written, in which the students may use vernacular vocabulary; indicator: to retell the activities of playing music related to the teacher’s explanation on musical instruments made of bamboo and glass.

There are different contents of Mathematics subject in the Main Competences, which are: (1.1) to admit, practice, and respect the religion the students believe in, (2.1) to obey the rules on addition and subtraction operation in regards with different numerical value, (3.1) to acknowledge the numerical symbol and describe number in simple utterance; indicator: to write numerical symbol related to the story of the number of bamboo cluster in the forest, and (4.1) to mention real number to 99 as the answer to addition or subtraction operation between two real numbers with other possible answers; indicator: to solve the subtraction

operation 21-40 by counting down the number of bamboo cluster in the forest.

Activity 3

There are different contents of Indonesian language subject in the Main Competences, which are: (1.1) to admit that Indonesian language is a God’s blessing which is also known as national language and is a subject of learning among various vernaculars, (2.5) to maintain good behaviour and honesty through Indonesian language and/or vernaculars in neighbourhood activities, (3.1) to understand descriptive text on body parts five senses, the figure and nature of things, and the exchange of day and night in Indonesian language, both oral and written, with the help of teacher or other students, in which the students may use vernacular vocabulary; indicator: to identify different things in the forest, such as pumpkin, bamboo, leaves, trees, dew, hot air balloon, and (4.1) to observe and practice descriptive text on body parts and five senses, the figure and nature of things, and the exchange of day and night individually in Indonesian language, both oral and written, in which the students may use vernacular vocabulary; indicator: to answer written questions related to the storyline of “The Garlic and the Onion”.

There are different contents of Civics Education subject in the Main Competences, which are: (1.1) to admit the diversity of religious life in school and neighbourhood as an evidence of God’s blessing, (2.3) to express togetherness within diversity in school and neighbourhood, (3.3) to acknowledge the diversity of individual characteristics in school and neighbourhood, indicator: to recognize the diversity of individual characteristics through storytelling activity in terms of the different personalities of The Garlic and The Onion within the story “The Garlic and the Onion”, and (4.3) to observe and describe togetherness within diversity in school and neighbourhood; indicator: to discuss living in harmony based on the storytelling activity related to the concept of living in harmony which causes a happy ending story.

There are different contents of Physical Education subject in the Main Competences, which are: (1.1) to respect human body with all its parts and their ability as a God’s unlimited blessing. (2.1) to maintain confidence in any physical activity in form of sport game, (3.1) to discover body parts and their functions; indicator: to distinguish the concept of balanced and fast motion related to the storyline of “The Garlic and the Onion”, which is balanced motion along the bridge and river bank, and (4.1) to practice physical activities for balance and mobility of the body through simple sport game; indicator: to practice the concept of balanced and fast motion related to the storyline of “The

Garlic and the Onion”, which is balanced motion along the bridge and river bank.

Activity 4

There are different contents of Indonesian language subject in the Main Competences, which are: (1.1) to admit that Indonesian language is a God’s blessing which is also known as national language and is a subject of learning among various vernaculars, (2.5) to maintain good behaviour and honesty through Indonesian language and/or vernaculars in neighbourhood activities, (3.1) to understand descriptive text on body parts five senses, the figure and nature of things, and the exchange of day and night in Indonesian language, both oral and written, with the help of teacher or other students, in which the students may use vernacular vocabulary; indicator: to identify the figure and nature of things found in the forest, and (4.1) to observe and practice descriptive text on body parts and five senses, the figure and nature of things, and the exchange of day and night individually in Indonesian language, both oral and written, in which the students may use vernacular vocabulary; indicator: to guess the right words through its characteristics, related to things found in the forest, such as bamboo.

There are different contents of Mathematics subject in the Main Competences, which are: (1.1) to admit, practice, and respect the religion the students believe in, (2.1) to obey the rules on addition and subtraction operation in regards with different numerical value, (3.1) to mention real number to 99 by counting the things found in school, neighbourhood, or in the playground; indicator: to write numerical symbol as the correct answer to subtraction operation in regards with various plants found in the forest, and (4.1) to mention real number to 99 as the answer to addition or subtraction operation between two real numbers with other possible answers; indicator: to solve subtraction in vertical method in regards with various plants found in the forest.

There are different contents of Art and Culture Education (*SBdP/Seni Budaya dan Prakarya*) subject in the Main Competences, which are: (1.1) to feel the beauty of nature as an evidence of God’s mighty power, (2.2) to acknowledge the inspiring beauty of surrounding nature in art-making process, (3.4) to observe various materials, tools, and their functions in making art crafts; indicator: to describe the materials and tools used in making clay crafts made of flour through the teacher’s explanation in regards with the story of cake made of pumpkin, and (4.4) to create

expressionist art craft out of dough in regards with the story of moulding pumpkin dough into different shapes of pumpkin cake.

Activity 5

The content of Indonesian in Basic Competence 1.2 accepts the existence of The Almighty God for the creation of humans and a variety of languages as well as objects in the environment. The Basic Competence 2.5 contains a polite behavior and honest in terms of activities and games in an environment through the utilization of Indonesian and/or the local language. Basic Competence 3.4 recognizes personal story text about the existence of the family with the help of a teacher or a friend in the Indonesian language spoken or written that can be filled with the vocabulary of regional languages to help understanding with indicators such as simple text silent reading that is associated with the content of a story based on the friendship of The Onion and The Garlic, and Basic Competence 4.4 delivers personal stories text about family independently in Indonesian orally and in a written form that can be filled with the vocabulary of regional languages to help the presentation of the indicators form a sentence of new words which are associated with new sentences and words in Onion and Garlic.

Mathematical content in Basic Competence 1.1 receives, runs, and appreciates the teachings of religion, 2.1 shows submissive behavior on the rules of doing addition and subtraction of appropriate procedures / rules with regard to the value of tens and units, 3.1 recognizes the natural numbers up to 99 using objects around the house, school, or playground with indicators of writing numeral emblem in the form of a description of a number into two numbers correctly attributed by parsing the number of bamboos in the story of Red Onions and white, and 4.1 Parsing natural numbers up to 99 as a result of addition or subtraction of the other two natural numbers with a variety of possible answers with indicators of outlining a number into two numbers which are linked by parsing the number of bamboos in the story of Onion and Garlic.

The content of PPKN in Basic Competence 1.1 accepts individual characteristics diversity within life with religion as a gift from the God around the house and school. Basic Competence 2.3 shows togetherness attitude in diversity around the house and school. 3.3 Acknowledges at home and school with indicators to identify individual differences by visiting a friend which is related to the characteristics of the characters, The Garlic and The Onion and Basic Competence 4.3 observes and tells togetherness within diversity at home and at school with indicators describing differences

related to the house of The Garlic and The Onion with the house of a lady in the woods.

Activity 6

The content of Indonesian Basic Competence 1.2 accepts the existence of The Almighty God for the creation of humans and a variety of languages as well as objects in the environment. Basic Competence 2.5 has polite and honest behavior in terms of activities and games in an environment through the utilization of Indonesian and / or the local language. Basic Competence 3.4 recognizes text stories about oneself about the whereabouts of the family with the help of a teacher or a friend in Indonesian orally and in a written form that can be filled with the local language vocabularies to assist understanding of the indicators to read text that is associated with the story which is the text of Onion and Garlic and Basic Competence 4.4 delivers personal text story about the family independently in Indonesian orally and in written form that can be filled with the vocabularies of local languages to help the presentation of the indicators write a short story about the experience done with friends as much as 20 to 50 words associated write fraternity the sisterhood of The Garlic and The Onion.

The content of PJOK Basic Competence 1.1 appreciates the body with all of the movements and its ability as a gift from God that is invaluable. Basic Competence 2.1 shows the behavior of confidence in a variety of physical activities in the form of games. Basic Competence 3.7 knows the difference of moving in the water and on land in water activities with the indicators of observing sliding motion associated with stepping down the bridge leading into the forest and Basic Competence 4.7 practices various forms of games with the introduction of water gliding motion practice indicators associated with the motion of stepping down the bridge into the forest in the story.

RESULTS AND DISCUSSION

Elementary age students are in concrete operational development stage. Students will easily understand if the learning is presented concretely. Piaget (in Desmita, 2009: 25) states that cognitive development occurs during four stages, namely sensorimotor, preoperational, concrete operational and formal operational. First grader of primary school child is still in the development of concrete operational level. Piaget (in Desmita, 2009: 98) states that during the stages of cognitive development of children aged 7-11 years who are in elementary age levels, the child can think logically about

concrete events and classify objects into existing forms.

In this case, the literature story of Onion and Garlic explain and the create language environment. Through the literature story of Onion and Garlic, students can develop language skills, ie reading, writing, listening and speaking. Elementary age is an age when language is developed creatively. Robert E Quens (in Triyono et al, 2012: 135) states that the school age is a period of very creative language development. The literature story is created in the choice of words which are easy to understand by the students and is concrete. Rumidjan (2013: 24) states that concrete word is a word that can be captured by the senses that enable the emergence of the imagination. Exposed vocabularies which are repeated deliberately are intended to create a language environment that allows the students to recognize those vocabularies. Simple exposure of sentence follows simple sentence plot, so that the students are easy to understand the contained meaning. Simple sentence level are the subject, predicate and description.

The story book is created in great shape with illustrations based on the level of mental development of children of primary school age who enjoys colorful illustrations. The cover story is created with pictures representing the contents of the story. The Garlic's and Onion's cover is packed with a picture of a beauty. Sumanto (2011: 96) explains that the illustration is interpreted as everything functioned to explain, animate, and beautify life stories, events, and so forth. The illustrations are the types of images created to explain a story, moreover it functions to clarify the contents of the story and the illustration also provides traction or decoration display of the storybook.

The story of The Garlic and The Onion is simplified in accordance with the moral and language development of children's first grader and is packed as follows.

The language simplification is tailored to the language development of children of primary school first grade. Thus, they will easily understand the story.

- | |
|--|
| <ul style="list-style-type: none"> a. The Garlic and The Onion go into the woods. b. The Garlic helps old lady who slipped in the forest. c. Old lady thanks her and gives pumpkin to The Garlic. d. The Garlic splitting out pumpkin and there is golden dust. e. The Onion envies and goes alone into the woods. f. The Onion help the old lady in the forest. g. The Onion asks pumpkin as her reward. h. The Onion is splitting the pumpkin and there are small caterpillars. i. The Onion apologizes to Garlic saying the words "please forgive me"! |
|--|

CONCLUSION AND SUGGESTIONS

The literature content of The Garlic and The Onion fulfills map elements of children's stories including elements of plot or storyline, clarity of characterization, concrete exposure story, which corresponds to the maturity level of the student's thinking, as well as sharpen social sensitivity, moral and feelings. In addition, the story of The Garlic and The Onion also trains the children to communicate. Literature story titled The Garlic and The Onion enables the mindset of children in a way to predict or to explore the content of the story. The story titled Garlic and Shallots proves to be very effective for use as a landing alternative fulcrum for integrating the content of thematic learning for first grade students.

The literature story contains the aesthetics content, enabling teachers to relate it to the core competences 1 which are associated with a spiritual aspect to be grateful for the grace of God and core competencies 2 in curriculum 2013 related to the social and moral associated with sincerity in helping others, not expecting rewards, and the willingness and humility to want to apologize.

Literary language is presented in accordance with the level of thinking of children with exposure to a language that is not too long (subject, predicate, and object). Presentation of the story titled The Garlic and The Onion is presented in accordance with the level of social and emotional development, accuracy of grammar and spelling, message

understanding, terms standardization, and integrity that builds language exposure as a whole grain. Proper and correct exposure of language provides optimal language environment, and delight children of primary school age.

Attractive illustrations, colorful and appropriate level of elementary school age children development are in great demand and present a fun learning. Illustration cover image depicting the story optimize the imagination of the students and motivate students to think critically and creatively.

Primary school teachers are advised to (1) not only orient learning on teachers and students use to the book alone, (2) primary school teachers are expected to improvise the learning by using fulcrum landing which is for fun elementary school age students.

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MANAGEMENT ANALYSIS OF FACILITIES AND INFRASTRUCTURE AT *SEKOLAH DASAR NEGERI 013* TARAKAN

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ABSTRACT

The purpose of this study was to analyze the feasibility of educational facilities and infrastructure at SDN 013 Tarakan based on national education standards. A qualitative case study methodology was employed. The SDN 013 Tarakan was the study subject. Data about the types of facilities and infrastructure owned by SD Negeri 013 Tarakan were the study data. The study data was collected from interviews, observations and analyzing the documents about facilities at SDN 013 Tarakan. The observation sheet and interviews were used in this study as instruments. In this study, in analyzing the data the researchers performed stages of Miles and Huberman. In reducing the data, researchers selected, focused, simplified, made abstraction and transformed the data that was collected from observation sheets, interviews and document study. The study findings were reviewed by researchers to get conclusions and verification on facilities at SDN 013 Tarakan. The investigator triangulation and theory triangulation were used as the triangulation in this study. Researchers built validity from the experts and reviewed the theory on government regulation number 24 of 2007 concerning the standard of facilities and infrastructure to be analyzed its feasibility.

Keywords: *facilities and infrastructure, national education standards, elementary school*

Tarakan is the only city in north Kalimantan bordering with neighboring countries, namely the states of Sabah and Sarawak, East Malaysia. Tarakan has port for import and export and international airport of C-class used as a transit point and goods distribution between cities and even countries, namely Indonesia and Malaysia. Its existence makes a natural thing to Tarakan City to have rapid growth in economic, social and educational.

Education is one of factors to assess a nation progress. Education is identical to current development, and science competition. Many areas have developed because its people have good education. As a growing city, Tarakan prioritizes education to its people. Education can also build a person's identity, furthermore, is an investment in the future. However, the investment will be felt by the people not in the short term, but it will be felt after ten or twenty years later. Therefore, education is one of factors in supporting the region to continue to develop and progress, as mandated by the Government through the Ministry of National Education that it is committed to improving the quality standards of education in Indonesia.

Education would be well held, and could achieve national education goals as mandated in the Government Regulation No. 19 of 2005 on national education standards if

eight national education standards had been implemented in the education unit of each school. Eight of these standards include graduation competency standards, content standards, processes standards, educator standards, facilities and infrastructure standards, management standards, financing standards, and assessment standards. The eight standards mutually support each other in achieving national education goals.

Educational facilities and infrastructure are one of the important supports in implementing the teaching and learning process in schools. Without supports from adequate facilities and infrastructure, expectation on high quality of implementation process and educational outcomes could not be achieved. The low quality of process and outcomes in education in Indonesia at this time are allegedly caused by the lack of educational facilities provided by the government and the community. Meanwhile, the lack of educational facilities availability and infrastructure availability are not only caused by the inability of the community or the government, but also caused by the unidentified essential educational facilities that needed by school consequently the educational process could not take place optimally. To that end, every educational institution should have good facilities and infrastructure management

including planning, procurement, utilization, maintenance and supervision. This is in line with study from Handayani (2016) stated that the facilities and infrastructure could be a contributing factor to the acquisition of high quality graduates in SDN 013 Tarakan.

Based on this background, it is needed to study the feasibility of educational facilities and infrastructure in Tarakan to have policy improvement in particular to comply with national education standards on facilities and infrastructure standards to improve education quality in Tarakan.

METHOD

A qualitative case study methodology was employed. Gay (1976) stated that qualitative research was to collect, analyze, and interpret comprehensive narrative and visual data to obtain conclusion on particular phenomena for the purpose of a deep understanding of environmental phenomena, processes, and trust. Furthermore, Bogdan (1992) mentioned five characteristics of qualitative research: Qualitative research has a natural setting as the direct source of data and researcher is the key instrument to describe the results using inductive data analysis with the essence of meaning from qualitative approach. Researchers concluded the research design is a qualitative descriptive concluded from the data collected for this study, namely qualitative data in the form of interview and observation data concerning facilities and infrastructure in SDN 013 Tarakan.

The SDN 013 Tarakan was the subject of this research. The data concerning the types of facilities and infrastructure owned by SD Negeri 013 Tarakan was the data of this research. The observation sheet and interviews were used as instrument in this research.

Interviews, observation and analyzing document of facilities in SD 013 Tarakan were employed as data collection techniques by researchers. In research design, it is mentioned that the design of this research is descriptive qualitative. Miles and Huberman (1984) explained that the design of this study presents more data in the form of descriptions using words than data in numeric form.

In this study, researchers conducted stages from Miles and Huberman to analyze the data. In data reduction, researchers selected, focused, simplified, make abstraction and transformed data that had been

obtained from observation sheets, interviews and document study, and then researchers would review the research findings in order to draw conclusions and verification on facilities in SDN 013 Tarakan.

Guion (2002) stated that triangulation was a method used by qualitative researchers to check and build validity. There are five types of triangulation: data/resources triangulation, investigator triangulation, theory triangulation, methodology triangulation, and environment triangulation.

In this study the employed triangulation was investigator triangulation and theory triangulation. Researchers build validity from the experts and the researchers also review the theory on Government regulation number 24 of 2007 concerning the standard of facilities and infrastructure to be analyzed its feasibility.

FINDINGS AND DISCUSSION

Activities concerning facilities and infrastructure management in SDN 013 Tarakan consist of 7 elements: The first element is to make a plan on RKS (School Activity Plans). Second element is to engage the procurement and making reports. Third element is to inventory the facilities and infrastructure. Fourth element is to do maintenance, and Fifth element is to supervise. Sixth element is to be accountable, in this term the school should make a report and in managing the facilities and infrastructure the school should have facilities and infrastructure information system namely using application information system or such as databases. Seventh element is to delete, the school should not perform any deletion and deletion element should not be done by the school but it should be done by DP2KA (Department of Revenue, Finance and Asset Management).

In procuring facilities and infrastructure, the school should apply principles that include accommodate the procurement proposal from various sources (teachers, educators, school committees, stakeholders), adapting to the needs analysis that was made previously and put more prioritize to facilities that did not available, adjusting the needs of new facilities and infrastructure to the available budget, planing the need on facilities and infrastructure within a minimum period of one year, making the priority scale on procurement of infrastructure listed in RKS (School Activity plans), deciding the plan that are listed in

RKS (School Activity plans), using procurement method such as to buy directly from the store, factory, or producer. In terms of these principles, SDN 013 had already applied the principles in providing its facilities and infrastructure.

In distributing facilities and infrastructure, schools apply the principles that include the inventoried facilities and infrastructure and then distributed it in accordance to its uses, in using the facilities and infrastructure, an efficient and effective principles should also be followed. When the total facilities and infrastructure are less than the users the use should be organized and the teachers are usually the persons who decide it, and the quickest person is the first person who can use it while the others should succumb. As for the principle that is not applied by the school is the usage or the application of school facilities and infrastructure with SOP (Standard Operating Procedure), electronic equipment and other devices that are expensive and relatively difficult to be operated and clear information on how to use it is needed.

As for the maintenance conditions for facilities and infrastructure that are performed by the school should be held on a regular basis namely once in a year, without paying any attention to the school calendar, without paying any attention to nature of maintenance categories such as checking, preventing, minor repairs and heavy repairs, the maintenance of school's electronics facilities and infrastructure should never buy any new spare-part, and replacement with the new program specification/new tool to keep up with the newest progress by directly buying a new tool. Deletion of infrastructure and facilities in SDN 013 Tarakan has not been done and the deletion is not performed by the school authorities but DP2KA.

The minimum ratio of land area in SDN 013 Tarakan against students is 6 m²/student, the ratio is in line with the SNP based on Government Regulation No. 24 of 2007 stated that if 13-18 learning group with 2 floors was available then the minimum ratio of land area should be 5.6 m²/student, then we conclude that the minimum ratio of land area in SDN 013 Tarakan to students which is 6 m²/student is exceeding to the provisions in Government Regulation minimum ratio namely 5.6 m²/student, therefore it is in accordance with the SNP. The minimum land area of SDN 013 Tarakan namely 2993 m² is in line with the ratio from

SNP based on Government Regulation No. 24 of 2007 when as many as 13-18 learning group is available with 2 floors then the minimum ratio should be 1690 m²/student, we conclude that the minimum ratio of land area against students at SDN 013 Tarakan is 2993 m²/student and it exceeds the provisions in the Government Regulation namely with minimum ratio 1690 m²/student and it is in line with the SNP. SDN 013 Tarakan is not hiring from any parties, but the elementary school is on loan from Tarakan city government.

Land area of SDN 013 Tarakan meets the government requirement in terms of location namely it is located in a safe location, it has ease access, avoided from potential hazards that could threaten the physical health, avoided from potential safety hazards to the soul, away from the water pollution disturbance, away from air pollution disruption, away from soil pollution disturbance, away from noise nuisance, and it has access to a rescue in an emergency situation. The school is located in accordance with the designation location, it has legal status of land rights, it has license to exploit the rights from the holder of the land right, and it has building permits.

For a minimum ratio of floor area in SDN 013 Tarakan against its students is 4 m²/ student, the ratio is in line with the SNP based on Government Regulation No. 24 of 2007 stated that if 13-18 learning groups are available with 2 floors then the minimum ratio should be 3.4 m²/student, we conclude that the minimum ratio of floor area in SDN 013 Tarakan against its students which is 4 m²/student has exceeded to the provisions in Government Regulation namely the minimum ratio is 3.4 m²/student, therefore it is in accordance with the SNP. As for minimum ration of floor area of the building for SDN 013 Tarakan namely 1784 m² is in line with the ratio of SNP based on Government Regulation No. 24 of 2007 stated that if 13-18 learning group with 2 floors then the minimum ratio should be 1010 m²/student. We conclude that the minimum ratio of floor area of the building against student at SDN 013 Tarakan namely 1784 m²/student has exceeded to the provisions in the Government Regulation namely the minimum ratio is 1010 m²/student, therefore it is in accordance with the SNP.

The conditions of school building are equipped with stable structure, sturdy,

lightning rod, however it is not equipped with fire hazard prevention system. SDN 013 Tarakan's sanitation meet the health requirements that include the availability of sanitation inside and outside the building to meet clean water needs, it is provided also with sewer and/or waste water, a sufficient amount trash can, rainwater drain. The school building is also installed with adequate air and lighting ventilation. It has electrical installations with more than 900 watts of power namely 5625 watt. It has also facilities and infrastructure in accordance with the provisions namely as many as 13-16 facilities and infrastructure, however from the total of 16 facilities and infrastructure, there are some of infrastructures that are not owned by SDN 013 Tarakan namely laboratory and UKS (Student Health Unit) room, as for washbasin facilities in front of each class with flowing water are not available in front of all class.

The school has classrooms that meet to the provisions namely one classroom for one learning group with minimum size of classroom 56 m² (7 m x 8 m). The total students per class is 30 students where every classroom is facilitated with complete and in good condition furnishings/ meubel air, however some classrooms do not have a closet, a display board and storage rack to display students' work, as for washbasin, it is only available in some particular places. The classrooms are facilitated with adequate ventilation and lighting. The classrooms conditions are clean, tidy and well-groomed/well-maintained, the classrooms also have room inventory card.

The school has teacher room that is in accordance with the provisions size namely the total area minimum room of 56 m², where the total area of teachers' room at SDN 013 Tarakan is 78 m² therefore it meet the requirement. It also has complete and in good condition furniture/meubel air with adequate ventilation and lighting, clean condition of the room, tidy and well-groomed/well-maintained, the classrooms also have room inventory card.

School has one school principal room that is in accordance with the provisions of the minimum size of room namely 21 m², however the principal's room is only 20 m² therefor the condition is not met. The room's furniture/meubel air is complete and in good condition. It has no ventilation for the use of air conditioning however it has adequate space lighting. The condition of the

principal's office is well-groomed/well-maintained and it has a room inventory card.

School has a library in accordance with the requirements stating that the library room serves as activities location center for both students and teachers to get more information on various types of library materials by reading, watching, and/or hearing. The minimum area of library space is equal to the area of the classroom namely minimum 56 m² (7 mx 8 m), however the minimum width of library room is 5 m. The library room is facilitated with windows to provide adequate lighting to read books. The library room is located within easy reach in the school. The school library is equipped with the following means, namely textbooks, handbooks for teacher, enrichment books, reference books, other learning resources; furniture: bookcases, furniture such as: read table, work chair, work/circulation desk; furnishings: cabinets, and multimedia table; equipment: inventory book, lending book, guest book, books; equipment: trash, contact box, clocks. However, the library has no furniture such as: magazine rack newspaper rack; and it also has no educational media: multimedia equipment (TV, VCD, tape recorder, radio, etc.). The terms of use of library as a learning resource for SDN 013 Tarakan has met the requirement because it has a utilization schedule, used by the principal, teachers, students, and used by educational staff.

The terms of UKS in SDN 013 Tarakan include beds, medical equipment, medicine boxes and its contents, provided with washstand/ washbasin, posters/pamphlets/ leaflets/ information concerning health issues, work program of UKS, executive team for UKS, room inventory cards, notebook for recording UKS activity, reference books to go to the community health centers (puskesmas), and the UKS room condition is clean and well-maintained.

CONCLUSION

Terms of the worship room at SDN 013 Tarakan include worship equipment, a place to take holy water, adequate ventilation and lighting, a room inventory card. The worship room condition is clean, tidy, and well-maintained. The school has worship room that is used and meet the following requirements namely it is used for the implementation of worship. However, the room can't be used for religious festivities because the total member of school community is greater than they should be,

therefore it cannot be used for religion festivities. The worship room is used by the school residents and/or community. The use of the worship room is optimal because it has adequate size to be used by the users.

Toilets at SDN 013 Tarakan have met the requirements, namely: it has clean water, clean toilets, and odorless, however there are some toilets that has bad smell. The toilet ratio is 1 toilet for 32 students, where student toilet are separated between male student and female student, as for teacher toilets are also separated between male and female teacher. The toilets are also equipped with dipper, soap, trash.

The schoolyard at SDN 013 Tarakan has met the requirements that include a clean and well maintained yard, planted with cover crops, school garden, equipped with organic and inorganic trashcan, washbasin with running water, the space is adequate for the use of all students. The school has yard and it is used for activities: ceremony, exercise, playing facilities of students and extra-curricular activities.

School do not have laboratory of Natural Sciences (IPA) but it has some IPA means such as KIT and torso that are kept in keterampilan room.

School facilitates props/practice tools for learning with conditions: mostly are made by the student/teacher, tools are made from materials that are easy to obtain, and it has cheap price, the props are also purchased as needed.

School has not taken advantage on school gardens as a source of learning, the school garden has not planted with various plants of living pharmacy, the school garden has not planted also with a wide variety of horticultural crops (vegetables) however, SDN 013 has hydroponic gardens that are planted with cabbage. The school garden is clean and well-maintained.

School warehouse meet the requirements: The warehouse serves as a place to store learning equipment outside the classroom, the warehouse also serves as a temporary store of school supplies that do not/does not work, the warehouse also serves as a place to save school archives that older than 5 years. The warehouse area at SDN 013 tarakan is 21 m², the warehouse can be locked, and sufficient wardrobes to store tools and archives are available, however, the wardrobes are in poor condition, not strong,

not stable, and not secure. Adequate racks to store equipment of sports, arts, and craft shelves are available in good condition, strong, stable, and secure.

Circulation room in SDN 013 Tarakan include: horizontal circulation room works as a liaison between the rooms inside the school building, the horizontal circulation room is roofed, and got adequate lighting and air, horizontal circulation room serves as a venue for playing and social interaction between students outside hours lesson, the horizontal circulation room also serves as a shelter during rains when such activities does not allow to take place in the classroom or in the school yard, the horizontal circulation room has minimum area of 30% of the total area of the entire space in the building, the minimum width is 1, 8m, and has a minimum height of 2.5 m.

Playground/gym in school also meets the requirements, namely: the playground /gym serves as a play area, exercise, physical education, ceremonies, and extracurricular activities. The minimum ratio of playground /gym area is 3m²/students. If the total students are less than 180 students, the minimum area of a playground/gym should be 540 m², however, the total area of yard in SDN 013 tarakan is only 504 m² with minimum ratio area of playground/gym is 1m²/students, and therefore the minimum ratio of land area is not met. Within the area, a place to do exercise is available with minimum size of 20m x 15m with a flat surface, good drainage, and no trees, waterways, and other objects that could disturb the exercise. Some of the playground area is planted with greening trees around the field or at the edge of the field, and it is put in a place with minimum interference to the learning process in the classroom, and it is not used as parking lot.

School provide books for management activities of facilities and infrastructure consisting of: Expedition Book, Administration Library Book, Structure of School Organization, Job Description of Teachers and Education Staff, Meeting Agenda Book, Meeting Minutes Book, Inventory Book for Facilities and Infrastructures, Reports Book for School Infrastructure, Reports Books for Educational Facilities/School Inventory, Examination Book for Facilities and Infrastructures.

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DEVELOPING MORAL-LITERACY GUIDANCE PACKAGE FOR JUNIOR HIGH SCHOOL STUDENTS

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ABSTRACT

Concerned with the moral problems of the youth, it is necessary to provide moral guidance service as an integral part of school guidance and counseling program in junior high school. Such service completes the conventional program of school guidance and counseling that covers learning, career, personal, and social problems of the students. This idea is, however, difficult to be applied since the materials is still unavailable. This project was intended to develop a prototype and examine the effectiveness of moral guidance package. The model of development that is applied in this project is the combination of the Systematic Instructional Design and the model of Educational Research and Development. Substantively, the prototype of the package covers universal moral values and instrumental moral values. The package is, therefore, is not only intended to help the students in learning the moral values, but also to develop their capability of moral reasoning, to stimulate their moral intuition responsiveness and their moral emotion sensitiveness.

Keywords: moral literacy, moral reasoning, moral intuition, moral emotion, guidance and counseling package

The problems of morality is not only faced by adults but also the teenagers. From time to time, the problems of morality among teenagers tend to proliferate qualitatively or quantitatively (Dina, Puspita, Tanjung and Widiastuti, 2001; Pribadi, 2003; Rofiqah, 2005). Correspondingly, a survey located in suburb demonstrates a very horrible description about the morality of adolescents now (Masngudin, 2006).

With 40 respondent aged 13-21 years old, the juvenile delinquencies are divided into three types, i.e.: (1) ordinary delinquency such as prevaricate, going out from house without permission to their parents, hanging around, fighting, littering, etc. (2) delinquency offenses and crimes such as driving without a driving license, exceeding speed limits, sneaking, and consuming alcohol, and (3) special delinquency such as sex before marriage, free sex, drug abuse, involving in a murder case, rape, and abortion (Masngudin, 2006).

It was reported that all respondents have ever carried out ordinary delinquency such as prevaricate. It indicates that the tendency of being honest has diminished. The delinquency that tends to be an offenses and crimes were also pretty much performed by the respondents, even the special delinquency which shows the decline of responsibility among the teenagers now.

All the phenomenon are the issues and challenges that has to be figured out and answered by serious efforts. If it is expected to result a perceptive outcome on the cases and requirement of the time, then the attempt

to optimize the establishment of moral personality should also chew over the issues and the requirement of the time. That is to say that when the challenges and the requirements of the time are fluctuating, then the content, approach, and method of moral learning also require an improvement since the old approaches are considered inadequate to meet the challenges and the demands of the time.

As stated by Rogers (1977: 186), every step of a new history sets up new developments that require reorientation of set of value and morals to work for the community.

Nevertheless, one generation cannot hand down already-made set of values to another. For each new stage in history brings new developments wich require a reorientation in morals and values, in order that they properly serve the society that created them (Rogers, 1977: 186, in Budiningsih, 2001).

Related to the assurance of change required the reorientation of morals and values, there have been many occurrences of moral dimensional published, the moral concerns voiced, and the discourse of moral counselling developed. Besides the creations categorized as the materials from the review of philosophy and religion also published some books about moral learning (Budiningsih, 2004).

In accordance with the urge that schools should be concerned on the students' ability of moral reasoning, Rosjidan (2004: 1) suggested that the counselling consisting of four fields i.e. personal, social, study and

career needs to be enhanced with moral lecture so that there will be five fields of lecture. Perceiving from the purposes, the urges and suggestions direct to the formation of Tuana (2003: 2), therefore, the adolescent not only literate in reading, writing, and arithmetic but also literate in moral literacy to be able to (1) assure that the moral issues could be knowledgeable, (2) rise the mortal virtue, and (3) develop the skills of moral reasoning.

As the development, this project formulate as the disparity between expectation and phenomenon. When the moral lecture is one of the indispensable services, there are no references in the form of an examined moral learning package and can be applied by the school counsellor. Therefore, this activity aims to: (1) composing the moral learning package for the students in junior high school based on methodological approaches of learning package development and (2) examine the usage, quality, and assurance of moral learning package for the students of junior high school based on experts, users, and the target students.

If the awareness and or the literate of morality are assigned as one of the lecture's purposes for the students then there are some theoretical model available as the foundation. Commonly, there are three theoretical models of moral consideration, i.e.: rationalist model, intuitionist model, interactionist model. All models assign the moral emotion as the additional process, therefore, the moral emotion model is not stated. For the development of moral lecture program, the realistic and practical implication theoretical model must be selected.

As stated by Wright (2005: 2), there are two main models of moral consideration, i.e.: (1) rationalist model, and (2) intuitionist model. Besides Piaget (1932) that was known as the founder of this model, but lately Kohlberg (1977) is known as the main model of rationalist while Haidt (2001) and Mikhail (2002) are known as two main models of intuitionist.

According to Haidt (2001: 814), the researches about the moral consideration has been dominated by rationalist model. In accordance with rationalist model, moral judgement is caused by moral reasoning. Meanwhile, intuitionist model does not emphasize on the personal moral reasoning but on the significance of social culture impact. According to intuitionist model, moral consideration is the result of a quick and an automatic assessment. Although the

intuitionist model is portrayed as the alternative of rationalist model, primarily it is still acknowledged that in reality, the moral consideration includes rational reasoning or affectual intuition. Thus, it is demanded a model integrated between rationalist and intuitionist model.

The endeavour to integrate two models of moral consideration was conducted by Anderson (2004) and Wright (2005). The findings of the research by Anderson (2004) assists the interactionist perspective that advance the participants of the research to employ intuition and reasoning differently rely on the assessed dilemma.

The findings support the interactionist position by suggesting that participants used intuition and reasoning differently depending on the dilemma being judged. In situations that were predicted to require reasoning (no-intuition dilemmas and strong conflicting intuition dilemmas), participants did poorly in the fast time condition. However in the dilemmas when reasoning was hypothesized to be causally inert (nonconflicting intuition dilemmas), there was no difference in participants' performances between the time conditions. These findings call into question both strong intuitionist and strong rationalist positions but support the dual-process interactionist model (Anderson, 2004: 4).

Cushman, Young and Hauser (2006: 1088) conclude that their research assist the multi-system model. This model not only comprise conscious reasoning but also moral intuition. Therefore, the perspective is rigorous in the circle of rationalist or intuitionist, it is not supported by the research they conducted.

In conclusion, this article has outlined a novel methodological approach to the study of moral psychology, highlighting the interaction of intuition and conscious reasoning and emphasizing the distinction between the principles that people use and the principles that people articulate (Cushman, Young dan Hauser, 2006: 1088).

Based on some issues from rationalist, intuitionist, and interactionist circumference, Wright (2005) formulates an expertise model. Besides integrating the factors of rationalist model and intuitionist model, the expertise model indicates two processes, i.e.: trained perception and automatic responsiveness. The trained perception is a process by complex stimulative patterns, the compiler characteristics or substantial specimen, direct (not inferentially) perception. The automatic

responsiveness is a process of actively and adaptively work by itself in every problems faced in order to constantly convenient with the situational characteristics activated them. To provide more complete description, skill model is presented as follows (See Figure 1).

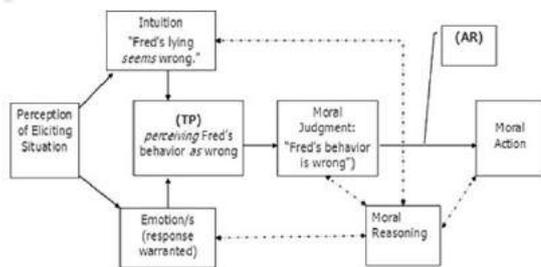


Figure 1 Moral Skills Measures Model (Wright, 2006: 23)

The process begins when the individual moral action saw a situation that provoked moral dilemmas (perception of eliciting situation). Soon after, in the individual lasts two events, namely: moral intuitions and moral emotions in the form of a justified response. These two simultaneous events will form a particular view. The trained perception (TP) by Wright (2005) was stated that it would otherwise be in direct contact with moral considerations. Meanwhile, since the second process actually took place of moral reasoning that assists moral considerations. Finally, before individuals make a decision to carry out morally, there is an automatically responsiveness inside themselves.

Anderson (2004: 16) aligned with Wright (2005) provide a more coherent explanation. First, as soon as an individual is conscious about the moral dilemma, a moral intuition is activated. A moral intuition is further supported by the moral reasoning. The moral intuitions could also be modified by moral reasoning with the aim of correcting some skewness occurs. When two or more conflicting intuitions are activated, then the moral reasoning will make a decision between them. Finally, when the intuitive response does not appear in the individuals' mind, then an assessment is produced by the moral reasoning.

A review of the variety of moral guidance approaches demonstrate three approaches that are developed and implemented up to now. Each of these is an authoritative approach, a liberal approach, and a value clarification approach. First, an authoritative approach is known as a moral

teaching approach, because educators are placed as interested parties to transmit moral values which they respect, while the students are seen as the party needed to receive then practice the moral teaching.

The second approach, the opposite of an authoritative approach, was carried out by parents or educators to give full freedom to the children as students to figure and determine their own values. This method often creates inner conflict for the children since they have to determine in the confusion, one or more of a variety of values developed in the community.

The third approach is by value clarification technique. This approach is the approach for the determination of the value that is perceived by the experts could overcome the deficiencies existed in two previous approaches. In the process of value clarification, students are actively involved, students develop an understanding and familiarity of the personal values, make decisions and act in accordance with the decisions taken. The role of mentor is as facilitators who work to stimulate and encourage the students.

Hart (1978: 8), citing a number of researchers had previously explained that there are three stages in the clarification of values, i.e.: choosing, prizing, and acting that reflects a sequence of introduction process, refinement and implementation.

METHOD

This educational development combines a systematic learning ideas of Dick and Carey (2001) with a model of Research Development Education notion, Baker (1971). The results of the model and its blend of operational procedures undertaken in the development of the following unravel.

After taking a few steps of pre-development, development stage prototype is done in seven steps, namely: (1) formulating general purpose guidance, (2) analyzing the guidance, (3) analyzing the context and characteristics of students, (4) formulating specific goals guidance, (5) developing assessment instruments, (6) developing counselling strategies, and (7) the developing and selecting guidance material.

The assessment phase, prototype testing and refinement of moral guidance package is done in two stages, namely: (1) the stage of pre-assessment and improvement of the field, and (2) the stage of field testing and post repair field. Some experts that are

involved in the assessment of prototype moral guidance package are: philosophers, experts of guidance and counselling, and experts of learning technology.

After repairing based on assessment and input from relevant experts, the guidance package prototype are tested in the field. In summary, there are three counselling practitioners who conduct field trials prototype package moral guidance to students in grade 2 junior high schools, with the number of services subject 24 students.

While testing the prototype field guidance packages are made based on data collected from students by interview, the test evaluation model used is the gap (discrepancy evaluation model) developed by Provus (1972). The model is based on a systematic approach that includes evaluation of the comparison between the performance with a standard to see if there are any discrepancies between the two or not (Popham, 1975).

Discrepancy model is applied with the steps: (1) establishing a benchmark of each component of the program system, (2) collecting data of performance component system of the program system, and (3) comparing to get the provided information and how big the gap is between the benchmark with the performance of the real component system of the program.

The data for the field tests were collected from the students who have followed the program of moral guidance. In this case the students are required to provide affective responses (interesting, fun, and exciting) as well as the strategy and moral guidance package. The analysis was carried out by using arithmetic mean test for one sample t-test. The calculations are done by using SPSS for Windows Release 13.00. The drawing conclusion is based on the test of the tail, with a confidence level $\alpha = 0:05$.

FINDING AND DISCUSSION

After going through a number of testing and refinement, the end results of this development are: (1) Moral Guidance Counsellor for Junior High School students, and (2) Moral Guidance Package for Junior High School Students.

The counsellor guidance contains of: (1) Introduction, (2) Technical Instructions of Responsibility Guidance, (2) Technical Instructions of Honesty Guidance, (3) Technical Instructions of Discipline Guidance, (4) Technical Instructions of Crafts Guidance, (5) Technical

Instructions of Economical Behaviour Guidance, (6) Technical Instructions of Politeness Guidance, and (7) Technical Instructions of Tolerance Guidance (Presented in 32 pages of A4 paper).

A Moral Guidance Package for Junior High School Students consists of seven fragments, namely: (1) Fragment 1 Responsibilities, (2) Fragment 2 Honesty, (3) Fragment 3 Discipline, (4) Fragment 4 Crafts, (5) Fragment 5 Economical Behaviour, (6) Fragment 6 Politeness, and (7) Fragment 7 Tolerance (Each fragment is presented between 12 to 16 pages of A4 paper).

Each fragment is presented rational, general purpose and specific purpose, the instruction of the activities implementation, the details of meetings and activities of each meeting. The main emphasis at the first meeting is the students' understanding of the purpose of activities, materials of dilemmatic, expression of feelings, and the formation of the group. The main focus at the second meeting is the students' understanding of concepts and examples of moral values, role playing, the disclosure of conscience, and the affirmation of moral decisions. The primary stress at third meeting is the evaluation of the activities of guidance, which includes answering cognitive-rational questions, and expressing their personal impressions of the activities of the guidance that they have attended.

A set of Counsellor Moral Guidance for Junior High School students and A Moral Guidance Package for Junior High School students have been developed methodologically based on the theoretical and empirical foundation, and has been assessed and improved gradually, commencing from the assessment of experts team, assessment of counselling practitioners, field limited-test, and peer assessment.

By taking into account to the applicability and the limitations of each approach of moral guidance, the authors advocate a blend model with the first step identifying three types of processes in moral considerations. Each of these are: (1) the intuitive process, (2) the emotive process, and (3) the cognitive process. The second step is setting an intuitive process as a stage of probability.

When an individual realizes that there is a moral dilemma, then the moral intuitions do not necessarily appear in his mind. Therefore, as the third step, the author place the emotive and cognitive processes as a

complement or a supplement to the intuitive process. The emotive and or cognitive processes function complementary when a moral intuition does not appear in the mind of the individual. Instead, the emotive and or cognitive function when the individual supplementary is less convinced by the results of his moral intuition, or when the skewness that requires to be corrected, or when his intuition are contradictory more than two or three (See Figure 3).

The author, as perceived from the theoretical model, believes that the process of moral considerations do not take place in a linear manner, as theorized by theoreticians of rationalists, but does not also accept the opinion of the theoreticians of intuitionists, or if there are theoreticians of emotionalists. The process of moral judgment that takes place in the human's mind is believed to be the result of a fusion between the intuitive, emotive and cognitive. Therefore, the efforts to assist the individuals in developing the ability of moral considerations are the three processes must receive attention in proportion. When an intuitive process works well, then the process of cognitive function supplementarily, whereas when the intuitive process is not working properly, then the process of cognitive function complementarily. In all likelihood of these mechanisms, the process of emotive function motivationally.

Based on the results of the analysis of the context and characteristics of students, it was revealed that junior high school students have tended to move between the habitual of verbal and visual communication. They have started to leave the comic kids which put forward the pictures, but have not yet fully accustomed to absorb verbal information from the article. Therefore, this guidance package follows the pattern of storytelling for teenagers (Junior High School Students) that is the mix between the posts verbal and the visual image. Illustration with pictures and descriptions of the sentences are simultaneously used not only to clarify the message, but also to increase the interest of guidance material. The application of this model is in line with the Rosjidan's (2004) recommendation in order to develop the guidance package by considering three key words, i.e.: motivation, information and training.

CONCLUSION

Finally, although we recognize there are some weaknesses in this moral guidance

package, the pilot-tested or revised, particularly with the regard to the substance of moral values, it does not signify that the package cannot be used. The underlying reason is quite easy to understand that is since this nation is --- including junior high school students --- also face the problems such as the low of moral dimension of responsibility, honesty, discipline, diligence, frugal, polite and thoughtfulness

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LEARNING ASSESSMENT IMPLEMENTATION IN KINDERGARTEN, A DESCRIPTIVE STUDY IN WEST JAKARTA

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ABSTRACT

This qualitative descriptive research aims to describe the implementation of learning assessment in Kindergarten and to find out its effect to the next learning level. The data collection techniques were conducted through interview, observation, and documentation. The research subjects are three early childhood education institutions (Kindergarten) in Kapuk Cengkareng West Jakarta. The results of the research show that the semester assessment: 1. does not correspond the natural and meaningful principles because the implementation of semester learning assessment was conducted in a week was started from Monday to Friday in a shorter time compared to the school time; 2. does not correspond the holistic assessment principles because the materials in the assignment for the students do not cover the aspect of physical motor and emotional social development; 3. does not correspond the individual assessment principle because the students from both Group A and Group B were given the same assignment. 4. does not correspond to the authentic principles because the teacher also helped the students to finish the given assignment; 5. Multi-contextual and multisource principles, because the teacher only used one source and an assessment tool, that is the assignment sheet and the assignment itself. Related to the result, the outcome was not used to determine the next learning activity. The conclusion of the research is: 1. The semester assessment that was conducted in the three kindergartens has not presented the conformity to the learning assessment principles in Kindergarten: natural and meaningful, authentic, holistic, individual, multisource and multi-contextual principles; and 2. The implementation of learning assessment particularly semester assessment does not directly affect to the decision of the subsequent learning.

Keywords: learning assessment, kindergarten children

The early childhood education is the education that aims to the children with the age range of 0-6 years old (Republic of Indonesia Law of National Education System article 1 paragraph 14). In its implementation, the range of age is divided into several groups. One of them is the range of 4-6 years old commonly known as age of Kindergarten (Taman Kanak-Kanak/TK).

The stimulation given at school is the teacher responsibility. Several variations should be given in order to develop the potential that is owned by the children.

Stimulation that is given should cover all child development aspects: language, cognitive, religious moral, emotional social, art, and motoric physical.

Giving the stimulation should follow the characteristics, the abilities, and the learning principles of the children. The focus is the learning process, compared to what the children have learned (Feeney et.al, 2010; Henrick & Weiss-man, 2010).

Kindergarten focusing to the child defends three principles: every child follow a unique development pattern. The children learn through the direct experience with

different people and materials. Playing is important for the total child development.

Experimenting, exploration, finding, trying, restructuring, speaking, and listening are activities that should be provided in Kindergarten programs. Those activities fit to the child development of 4-5 years old.

Playing becomes one of the child characteristics. The learning that is packed in the attempt of stimulation giving should be able to evaluate.

Some activities done by the child should be able to assess in order to know the level of accomplishment of the learning. The assessment should be done when the children do the activities arranged by the teachers.

The assessment is executed in all child development aspects. Accordingly, the teachers are able to know clearly the child ability. The assessment result should be used for the teachers, the parents, and the children themselves. In the practice, there are some schools or educational centers for early childhood education (Kindergarten) that giving the assessment by making the special schedule for "examination".

Each child was given several sheets of paper containing simple items to solve. The material in the “exam” paper only functioned to assess the cognitive ability of the child. Meanwhile the other aspects particularly the aspects of religiosity, emotional social, and motoric could not be measured.

Leonard (in Brewer 2007:207) writes that: “..observation helps teachers get to know children as individuals with unique personalities, provides a basis for making educational decisions, and generates the data needed to help parents see and understand their children’s progress.”

In other words, by doing the observation as the assessment tool, the teacher is able to see many things from the child related to his/her development or abilities.

Seeing that phenomenon, it is necessary to observe the assessment further by investigating the implementation of assessment in Kindergarten.

The statements of problem in this research are 1) how the process of learning assessment implementation in Kindergarten based on the holistic, authentic, continuous, natural and meaningful, individual, multi-source and multi-contextual principles?; 2) how the impact of learning assessment implementation in deciding the subsequent learning?

Based on the background of the problem, the aims of this research are 1) to describe the implementation of learning assessment in Kindergarten based on the holistic, authentic, continuous, natural and meaningful, individual, multisource and multi-contextual principles; 2) to describe the impact of assessment in deciding the subsequent learning.

Learning Assessment

The child of 4-6 years old according to National Association for the Education of Young Children (NAEYC) belongs to preschool group (3-5 years old). Meanwhile, Indonesian Law states that the child of 4-5 years old is included to the group of formal education that is Kindergarten.

In this group, the children characteristics are different from the other group characteristics. The following is the characteristics of preschool children based on the experts (Anita Yus, 2011: 18).

Based on Ministerial Regulation of Education and Culture No 147 Year 2014, the child of 4-6 years old has the level of

development that he/she should accomplish. The level of development accomplishment includes the whole aspect of child development, that is, the development of religious morality, emotional social, language, motor physic, cognitive and art.

The six aspects of the child development should be able to be measured to know the level of accomplishment that is achieved by the child based on the existing indicators.

According to Ralph Tyler (in Anita Yus, 2011:39), assessment is a process of collecting the data to determine how far, in what part the aim of the education have been achieved. While Brewer (in Anita Yus, 2011:39) writes that the assessment is the use of evaluation system that comprehensive to determine the quality of a program or the progress of a child.

Different with the above opinions, Suyanto (2005:49) writes that in Kindergarten, the term assessment is used. Furthermore, Suyanto (2005) states that assessment is different with evaluation. Assessment is a process of observation, note-taking, and documentation of ability and the work of the child as the base of educational decision making that are beneficial for the child.

Based on the above statement, it is known that to know several child abilities and to get the beneficial decision for the child, it is necessary to do the assessment including the observation, note-taking, and documentation.

In doing the assessment, the teacher should understand two things: subject and target of assessment (Anita Yus 2011: 47-48). Related to the assessment subject, the teacher should really know who will be assessed. The Kindergarten teacher will assess the children in the range of age 4-6 years old.

Consequently, the teacher should really know who the Kindergarten students are, how their characteristics are, what should be assessed from the Kindergarten child, how to assess, what instrument that will be used, what is the assessment for, and the other important matters.

Besides knowing the research subjects, the teacher should also know the assessment target. Suharsimi in Anita Yus (2011: 48) state that the target or object of assessment is all entities that become the focus of observation because the assessor needs the information about the target of assessment.

Furthermore, Suharsimi (in Anita Yus, 2011:48) writes that the target of assessment includes the input, transformation, and output. The input includes the potential of a child that needs to develop. It consists of six developmental aspects: physical, cognitive, emotional social, art, and religious morality.

The aspect of transformation includes the material, methods, media, administration system and teachers. Whereas the output aspect covers how far a child accomplishes the targeted goal and has the basis for his/her later self-growth and development

The assessment should be done continuously. According to Suyanto (2005: 49-50) the assessment that is done continuously goes along with the learning activities. The assessment is done naturally when the children are playing, drawing or doing their work Anita Yus (2011: 64) confirms that related to the place and the time, the assessment that will be done should fit to the need of assessment and the child that will be assessed, and also the plan of the program used. For the toddler, the place and time is done based on the time of program implementation.

To perform the assessment or evaluation in right way, the teacher should understand well the assessment principles for Kindergarten child: 1. Holistic, 2. Authentic, 3. Continuous, 4. Natural and meaningful, 5. Individual and 6. Multisource and multi-contextual(Suyanti, 2005: 50-51). Doing the assessment needs the use of assessment instrument. In the educational institution for early childhood, including Kindergarten, the assessment instruments used are commonly the non-test assessment instrument: assignment, observation, conversation, anecdote notes, and portfolio. In their book, Wolfgang & Wolfgang (1992:213) write that "the primary assessment tool of the play-activity (child-centered) curriculum is the direct observation of children." Based on what Wolfgang & Wolfgang state, it is clear that direct observation is the assessment instrument that will be used for Kindergarten children focused on playing activities.

Furthermore, Deb Curtis and Margie Carter (2008:214) write the guidance of values or perspective that is expected and the note-taking that is able to do in the table 1.

According to the table, the educator is able to conduct the assessment in the forms of checklist, observation or collecting the children works in the form of portfolio that

its use is based in the perspective or value that need to develop.

The result of the assessment was given to the parents in the form of narration describing the ability that has been achieved by the child covering the growth and development aspects. The result should be able to answer the questions about how far the learning achievement of a student. Howard Gardner (in Anita Yus, 2011:39) confirms that the assessment is an attempt to get the information about the skills and individual potential through two targets, first, giving the feedback that is beneficial for the individual. Second, they are as data that are beneficial for the surrounding society.

The child of 4-6 years old according to National Association for the Education of Young Children (NAEYC) included in the preschool group (3-5 years old). In Republic of Indonesia Law, it is included into formal education group Kindergarten. In this age group, their characteristics are different from the other age group characteristics. The following is the characteristics of preschool children according to the expert (Anita Yus, 2011: 18)

Based on the Peraturan Menteri Pendidikan dan Kebudayaan No 147 Tahun 2014, it is known that the child of 4-6 years old has the level of development that they should achieve. The level of development should cover all aspects of child development.

METHOD

This research is done by applying the qualitative research method. The qualitative method is the research revealing particular social situation by describing the reality, formed by the words based on the collecting technique and the relevant data analysis gained from the natural situation. (Ghony&Almansyur, 2012: 26). The research subjects are three Kindergartens in Cengkareng, West Jakarta chosen based on the recommendation from the head of BaitulUyun Kindergarten, that is, Kindergarten Cahaya Prima and Kindergarten MutiaraIlmu. Those Kindergartens were selected because they have the same characteristics and problems with Kindergarten BaitulUyun in implementing the learning assessment. The data collection was conducted by applying observation, interview, documentation, and triangulation (Ghony&Almansyur, 2012: 26).

The data analysis was conducted in two stages, that is, during the data collecting process and in the end of data collection, that was done by working and organizing the data, selecting them become a unit that could be managed, synthesizing them, searching and finding the pattern, finding what were important and deciding what could be told to the others (Ghony & Almanshur, 2012: 247).

FINDING AND DISCUSSION

Kindergarten Baitul Uyun

Due to the demand from the society that the children should be able to read, write, and counting when they finish the Kindergarten and prepare them to be ready to go to Primary School, the teachers focus their teaching to those activities. Every day, the children are stimulated by the supporting activities in order to be able to read, write, and count. The other development aspects still get the attention but not in the balance portion.

The semester assessment was conducted in Amy, started from Monday to Friday, 09-13 May 2016. The activities of semester assessment were started by giving the assignment sheet. The children should write their names in the sheets. After that, the teacher explained how to solve the assignment by giving the examples in the board. The assignment given to children in Group A and Group B were the same, but for the PAUD (early childhood education) Group was different.

The first assignment for Group B is duplicating the alphabet in the section. The second task for Group B was filling in the blank by reading together and writing the answers individually. The task of the teacher in the semester learning assessment besides explaining the assignment, the teacher also helped the children who were not able to do the task. For the children that could not write the words completely, the teacher helped to fix the words having incomplete alphabets. The teacher also motivated the children and gave the reward by saying "you're smart" for the ones that were successful in completing the task. For Group B, three sheets of tasks were given for the language development.

Generally, the semester activities conducted on Monday ran well, however there was an incident that triggered the teacher emotion. During the process, the teacher told the children not to cheat and to do the tasks individually. If there had been a

mistake, the teacher would also have helped the children to fix it. The teacher also reminded the students to write the words by spelling the letters first. For Group B, the tasks in the sheet that should be completed covering several themes that had been discussed before including the transportation theme. However, when the children were asked to mention and differentiate between the print and electronic media, they were still in difficulties. It made the teacher worked hard to explain that material in order to make the children able to complete the assignment of semester assessment. After the activity of semester assessment was complete, the teacher explained the test for the following day.

Kindergarten Mutiara Ilmu

Related to the semester assessment activity, there were questions from the society about the time of "the test". Most of the parents in Kindergarten Mutiarallmu "know" that Kindergartens surrounding their place do the test every semester. They also asked Kindergarten Mutiarallmu to arrange the test. This made the school to run the assessment every semester.

Basically, the semester assessment is the repetition of the material given before with the themes that had been discussed before. Those materials were collected, created like a test items, written in sheets of paper and given to the children to complete in certain period of time. The semester assessment in Kindergarten Mutiarallmu was conducted from Monday May 16, 2016 to Friday May 20, 2016. The headmaster did not arrange the specific activity schedule for the semester assessment. The assignments on Monday were counting and language, on Tuesday were counting and language, on Wednesday were coloring and English language, on Thursday were language and counting, and on Friday were English language and art (coloring)

On Wednesday, the assignments to complete were coloring and relating in English language. For the English, the tasks given were the same for Group A and Group B. However, for coloring Group A was given simpler picture, that was a picture of butterfly compared to Group B that was given a picture of Javanese people.

For English language, the children did it together in a square place, as a result it could not be seen which child that was able to do the task and which are that was not. In

completing the task, the teacher still help the children by giving instruction what to do, what the meaning of an English word was without looking at the assignment and how the children solved the problems. When the children finished completing the task, the teacher asked them to write their names, but the section for it was not provided. Consequently, many children often forgot to write their names. The sheets also did not provide the space for the score.

The assessment conducted on Friday May 20 2016 was language aspect for both groups. The children complete the tasks by the help from the teacher that asked them by "point and read the sentence, find the answers". The children were asked to read the sentence carefully, if they could not do it, the teacher would read it. When the children asked correctly, the teacher asked them to find the sentence that fit to the answer. In completing the task, the children are also taught not to cheat. When there was a child made a mistake, the teacher would ask him/her to fix it. The result of the semester did not always become the basis of the subsequent learning.

Kindergarten Cahaya Prima

The reason to conduct the semester assessment is to know the study result of a child in one semester. The semester assessment will be used to fill the report as the additional score for the daily activities. The semester assessment did not include in the whole report. The report was filled in the form of narration for 1 semester and it is not used the number scoring but the category of * (star) that had achieved by the children.

Based on the interview that was done on May 6, 2016, it was known that the semester assessment in Kindergarten Cahaya Prima would be done for a week, started from Monday May 16, 2016 to Friday, May 20, 2016. However, in the reality, the school changed the schedule of the semester assessment from Monday May 9, 2016 to Friday, May 13, 2016.

Kindergarten Cahaya Prima did not make the written schedule for the semester assessment. The assignment for the assessment was given based on the aspect of child development. The first day was for the language development, the second day was for the cognitive development, the third and the fourth day were unknown, and on

Friday May 13 2016 was for art development.

There are several important points 1) the implementation of semester assessment in the three Kindergartens was conducted in a week from Monday to Friday during the school time. However, the duration was shorter than the usual time for studying. The difference in the length of time does not match with the natural and meaningful assessment principles where the assessment should be done continuously parallel with the activities; 2) the materials in the assignment given to the children did not cover the whole aspects of development, that is physical motor and cognitive aspects. This does not resemble to the holistic assessment principle in which the assessment evaluate the whole aspect of child development; 3) materials in the assignment sheet given to the children from both groups in Kindergarten BaitulUyun were the same. Whereas in Kindergarten Mutiarallmu, the same assignment, English language, was given for both groups. However, the other assignments were different. In Kindergarten CahayaKapuk, the assignments were given differently for both groups. In its implementation, the assignments were done together at the same time, as a result, it was not clear which child that was able to complete the task. This does not correspond to the individual assessment principle in which the child is assessed based on their individual level; 4) in completing the task given in the process of semester assessment, the teacher helped the children. This does not correspond to the authentic principle in which the result should be originally from the child work; 5) the data collection and assessment instruments were the given task. Actually, the assessment could be given in other ways such as observation, conversation, anecdotal notes, and portfolio. This implementation does not correspond to the multisource and multi-contextual principle in which the assessment could use several assessment methods; 6) the result from the semester assessment is not always used for the basis of the subsequent learning, in Kindergarten BaitulUyun, Cahaya Prima, and Mutiarallmu. The result of the semester assessment is more used to fill the report as the additional grade for the daily activities. It can be stated that the information from the semester assessment still cannot be used to plan the subsequent learning.

CONCLUSION

Based on the research result, it can be concluded that 1) the implementation of learning assessment. The semester assessment conducted in the three Kindergartens has not presented the conformity with the principles of learning assessment in Kindergarten: natural and meaningful, authentic, holistic, individual, and multi-source and multi-contextual principles. It can be concluded that “if the Kindergarten teacher understands well the learning assessment, the assessment activities will be more comprehensive and if the teacher do not understand well, the assessment activities will be not comprehensive.”; 2) the impact of learning assessment implementation will determine the subsequent learning. The implementation of learning assessment does not directly affect to the decision of subsequent learning. The conclusion is “if the assessment is conducted based on the assessment principles, it will give the positive impacts to the following activities and if not, it will give the negative impacts.

The suggestions are 1) it is better if the school does not give the semester assessment to the students. The assessment can be given through the daily assessment from the children daily activities. The parents should not be worried and the students should not be scared of the assessment. The teacher should give the explanation to the parents about the importance of learning assessment for the Kindergarten children that confirms the learning assessment principles. 2) The teacher should understand well who and how the Kindergarten children are thus they can stimulate and assess them based on their level of ability. This can be done through discussion with psychologists and education experts or joining the trainings about child growth and development. 3) A teacher should enhance his/her understanding about the learning assessment in order to conduct the

assessment correctly and gives the benefit to the children, teachers, parents, and surrounding society. This can be done by doing the comparative study to other early childhood educational institution, particularly PAUD and Kindergarten; reading literature about learning assessment in Kindergarten; and discussing with the experts.

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COMIC STRIP PRINT MEDIA: INSTRUCTIONAL MATERIAL IN TEACHING SCIENCE

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ABSTRACT

Technology is a promising educational tool that elicits student's interest in learning. Visual representation such as videos, motion pictures and animations, are powerful tool that let students to easily recall the concepts of the lesson. However, majority of the schools in the Philippines has no access to this said educational technology tools. This study innovate a powerful instructional materials (IM's) as a substitute for the modern educational technology that we have today called —Comic Strip Print Media (CSPM). The main purpose of this study was to evaluate the effectiveness of the CSPM in order to validate if this IM's can be used for classroom across different cultures. CSPM was designed by the researcher using the learning materials from different sources. The evaluation of CSPM took for two years of its revisions and the final stage of its implementation took effect in the school year 2015-2016. For three years of its used, results revealed that the CSPM enhanced students learning skills and motivated them to think critical, work collaboratively and develop manipulative skills in doing their activities independently. Although the instructor acts as facilitator only, still the student's shows a remarkable performance over the years of its try out. Journal logs of the students proved that they enjoyed their science learning with the use of CSPM.

Keywords: *Comic Strip Print Media (CSPM), science teaching, students' performance*

Technology is an effective tool in teaching and learning. In concepts, technology includes media, machines, networking hardware and other forms of theoretical perspective on the different applications of technology. In education, technology is not limited only on modern innovations which we considered nowadays a high technology. Numerous types and forms of technology are very useful in teaching and learning depending on the pedagogies and learning environment (Smaldino, S. E. et al, (2005). In this era of globalization, modern technology is in revolution which includes numerous types of media that could deliver information in a form of text, audio, images, animations, video etc. We also have the e-learning which can occur in or out in the classroom. However, teacher's accountability in using educational technology has largely resulted in the specification of educational outcomes of the teachers and the learners as well (Seel and Richey, 1994)

Despite of modern technologies that we have today, still; we cannot devoid the great influence of textbook as print media. Print media are still having a great influence in teaching-learning process especially on remote areas in which modern technology is not existing or not available. In the Philippines alone, probably there were more than 50% public schools that have no access to any modern technology that we have today specially the areas where no supply of electricity.

Let us take a specific example which is our school in Lanao del Sur. The school where I am teaching located at the heart of the town. The said school was a recipient of some computer units given by the national government. There was a computer satellite installation also in the school through the initiative of the PTCA. However, the available computers was not enough for students used but it is not a huge problem for us as teacher. The worst scenario was that, there were no financial allotment for the maintenance of the computer units and the internet connections, thus, the computers and the internet connection did not last even for one year. At this moment in time there are no available computers for students use. Thus, the teachers were not able to used modern technology in the teaching process and many of the teachers are not also knowledgeable in modern technology applications as an educational technology tool.

In light of these ongoing problems, teachers should be artistic, creative, innovative, and diligent in designing different instructional materials that could enhance students learning and achievement. In the absence of modern technologies, I designed a comic strip print media using different learning approach and teaching strategies in package as the instructional materials used in science teaching tailored to meet the individual learning differences. The advent of global classrooms, competent teachers should acknowledge individual differences among learners, and responding to these differences has become more challenging (Owen, 2008).

The purpose of this study was to designed instructional materials as substitute for modern educational technologies like, animations, films, videos and other visual materials in motion and evaluates its effectiveness in enhancing students' achievement in science and its motivation to learn science concepts.

METHOD

This study was longitudinal in nature designed to evaluate the influence of the comic strip print media as instructional material to student's science achievement and motivation in learning science. The study utilized mix-methods of quantitative and qualitative triangulation design. Triangulation design involved doing quantitative and qualitative study concurrently. Quantitative analysis includes descriptive statistics, t-test and correlation measures. Qualitative analysis includes journal logs, observations and interviews.

A total of ninety one students in grade eight at MSU-Balindong Community High School were purposively selected and involved in this three phase longitudinal study. Phase 1 was the try out or pilot testing of the instructional materials which involved twenty eight (28) grade 8 students only. For the second and third year of its implementation, it involved thirty four (34), and twenty nine (29) grade eight students respectively. All respondents of the study belonged to the pilot (fast-learner) section which was homogeneously group according to their average grades in English, Science and Mathematics.

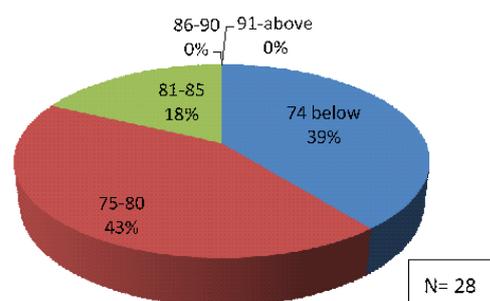
Two research instruments were used in the study. First was the researcher- completed instrument and the second instrument was the participants-completed Instruments. Researcher – completed instrument refers to the comic strip print media, while participants completed instruments referred to their journal logs and grade in science. CSPM employed different teaching strategies and interactive activities (See Appendix of this paper for the CSPM sample Module). Data were gathered in accordance with the phases of its implementation. Phase 1 the try out phase, phase 2 the modification phase, and phase 3 the final phase. Phase 1 was the first implementation of the comic strip print media which covered the whole science topic for school year (AY 2013-2015). Phase 2 was the implementation of the revised/modified comic strip based on the output of phase 1 which also took one year (AY 2014 – 2015). Phase 3 the

final phase involved all grade eight students from fast to slow learner. At this phase, the comic strip print media was already more reliable and validated considering it was already used for two years of its modifications.

RESULTS AND DISCUSSION

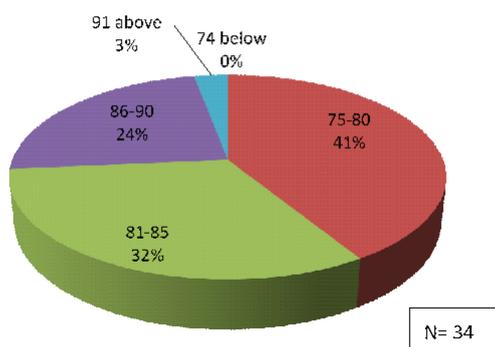
Collins (1992) said that "Technology provides us with powerful tools to try out different designs, so that instead of theories of education, we may begin to develop a science of education. However, developing countries like Philippines is having a poor accessibility on educational technological tools. As such teacher's innovative skills become a challenging role bringing traditional technology into a modern approach. Based on the data gathered using CSPM during phase 1 (AY 2013-2014) of its implementation science achievement many (39%) of the students got a failing average grade in Science since they obtained a grade of 74 and below. In order to offset their failing grade almost half of the class were required to take the summer class. It was also noted that the highest average grade of the students was fall on 81-85 only which was 18% of them got that grade range. These results may be due to some other factors beyond the scope of this longitudinal study like, vocabulary knowledge of the students, mathematical skills, and analytical skills which are very important factors for effective learning. Figure 1 below is the pie chart of the students' academic achievement in Science Phase 1.

Figure 1: Students Average Grade in Science 2013-2014



After of its first year of using of the CSPM as instructional materials in teaching Science, feedbacks from the students, co-teachers, and even the author of the instructional materials was gathered and served as basis in the revision of the of the CSPM and was used again in the next school year 2014-2015 (Phase 2). Figure 2 below shows the student's science achievement at the end of the school year.

Figure 2: Students Average Grade in Science 2014-2015



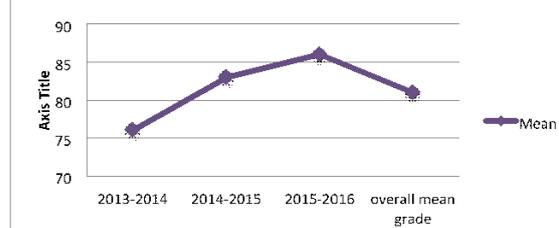
As shown in the Figure 2 above, no more students obtained a failing grade. Noting that in the first year used of CSPM there were failure students in science, and only 81-85 was the highest range of grade average. However, as depicted in Figure 2 CSPM second year of its used, many (32%) students obtained a grade range of 81-85, and 24% students even reach a grade range of 86-90, and 3% obtained an average grade of 91 above. The great percentage increase of student's achievement in Science might be attributed to the revision and modifications of the CSPM instructional material. Likewise, the classroom setting and interaction, strategies and activities in the CSPM was also modified in the 2nd year of its used.

Since CSPM was tested to facilitate student's interest in learning science and improve student's achievement in science then, the CSPM instructional material was used as the main instructional materials in science teaching and learning interaction among grade 8 students at MSU-Balindong Community High School (Phase 3).

For the third year of its used it was noted that more than 50% of the students obtained or got an average grade in Science under the grade range of 86-90, and with a corresponding decrease of the number of students who was still in the grade range of 75-80. This results is a good manifestation that the CSPM really motivate the students to learn and develop their thinking skills. Figure 3 below is the average grade of students in Science during the 3rd year used of CSPM.

Tracing the trends of the students achievement in Science, Figure 4 below shows that the students continuously improving their science achievement with the use and influence of CSPM. As shown in Figure 4, CSPM became more effective on its third (3rd) year used considering that students got good grades in Science higher than the overall grade average.

Figure 4: Trends of Students Grade in Science in terms of Mean



Based on student's journal logs, they said that the comic strip print media was very interactive and the activities were very engaging yet challenging. They said that even without the use of modern educational technology, still they enjoyed their learning because of CSPM instructional materials. Tenedero (1998) mentioned that peripheral learning materials like posters, charts, graphs and sayings allow students to peripherally intensify and enforce their learning and memory retention. Students can attain optimal learning and memory retention if they were given a meaningful and positive classroom, social acceptance, enthusiasm, and stimulating challenges instructional materials.

John Dewey, a well-known philosopher of education reiterates that science education must not taught in a way to develop young scientific thinkers but rather should be taught as a process and way of thinking – not as a subject with facts to be memorized. Through CSPM instructional materials, the students potentials and skills were developed and enhanced, and slowly became independent learners.

Moreover, instructors and instructions became effective if it will acknowledge the differences among learners. With the advent of global classroom, teachers must include divergent life experiences, and immersed various life roles that are relevant to the personal experience and real-life setting of the learners Instructional materials that are suited to the different levels of learner's involvement will promote a successful teaching-learning process and enhance the thinking ability of the learners (Reiser and Dempsey, 2006).

Banchi and Bell (2008) explain that teachers should begin their inquiry instruction at the lower levels and work their way to open inquiry in order to effectively develop students' inquiry skills. Open inquiry activities are only successful if students are motivated by intrinsic interests and if they are equipped with the skills to conduct their own research study.

CONCLUSIONS

Technology is an application of science however; teachers must carefully plan with the use of technology that the ethical practices must be

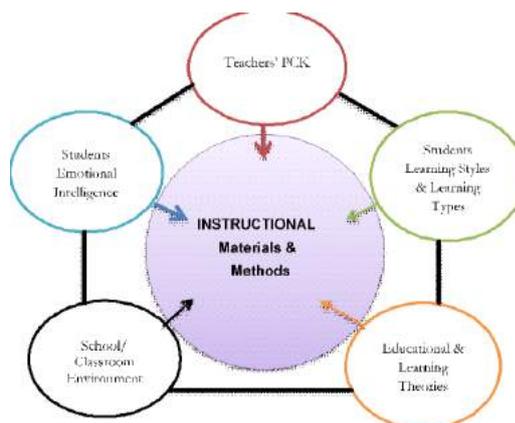
carefully considered. Using technology in the classroom must be a tool in facilitating learning and improving performance of the students. On the other hand, not all schools in the country has access on modern educational technology, thus, teachers must be innovative enough in bringing technology into other dimensions through comic strip modules as instructional materials. Thus, CSPM is a promising instructional tool that promote holistic learning among students since the content and approach of the CSPM instructional materials engage human person—body, mind, and spirit—to learn that caters the individual differences of the learners learning styles. In line to this, the researcher designed instructional methods that could address the different learning styles, emotional intelligence, and critical thinking of the learners.

Based on the findings and conclusion, Figure 5 below is the proposed model for designing instructional materials (IM's). This model is named as **Valdez Pentagon Model**. This Valdez Pentagon Model will be used in designing any instructional materials that could enhance student's creativity, as well as students learning, and thinking skills. In this model, there are five important components that could interact with each other and serve as a foundation in designing an effective IM's. The five components are the teacher's pedagogical content knowledge (PCK), students learning style and learning types, educational and learning theories, the school/classroom environment, and the student's emotional intelligence. These five components are very important in planning and designing a successful and workable

IMs'. The teacher PCK provides inputs and capability in designing and using the IMs'. The theories provide interesting insights in linking the students learning styles and learning types and the appropriate pedagogies. Emotional intelligence is also important in the designing of IMs' in relation to teachers PCK, theories, learning styles and learning types as well as to the school/classroom environment. These five key components could influence the designing of IM's and may influence the teaching and learning process in the classroom.

Designing IM's is a challenging task that needs training. The teacher training is to ensure the maximum amount of resources that are used and that the teachers are producing the best learning scenarios. There is a necessity for professional collaboration when executing new teaching methods of program (Chu, 2009; Twigg,

2010). Twigg's (2010) said that education professionals who participated in her experiment emphasized year round professional development sessions, such as workshops, weekly meetings and observations, to ensure inquiry is being implemented in the class correctly. In addition, Chu's (2009) emphasized that professional collaboration of educators, information technicians and librarians is necessary to provide more resources and expertise for preparing the structure and resources for the teaching-learning process. ❧



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PROBLEM STRESS IN DEVELOPMENT SCHOOL STUDENTS PSYCHOLOGY OF EDUCATION AND COUNSELING STUDENTS

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ABSTRACT

Conflicts can be defined as a situation where one is confronted with motives, beliefs, values and goals are mutually contradictory. Conflicts can be experienced by anyone and anywhere, including the school community. Students, teachers, or principals in certain times so may be faced with a conflict. Causes of conflict : individual differences, differences in cultural background , difference in interest between, individuals and groups , changes in the values of rapid and sudden. Stress is a condition of stress (tension) both instinctively and psychologically caused by the demands of the environment as a threat. Stress is a part of the human condition. Factors - factors that cause stress: uncertainty, cognitive dissonance. Strategies that can be done to cope with stress: Increases tolerance to stress, Identify and change the source of stress

Keywords: *conflict, stress, causes of conflict, environment, strategies in stress*

Learners are main and most important resource in the educational process formal there are not learners, no students can learn without teacher and teacher can not teach without participants with students. .Definition above learners are students who strive each students developing the potential in formal education and non-formal at the level and type. It the essential points of the nature of learners:

1. Learners are people which has the basic potential differential cognitive or intellectual, affective and psychomotor
2. Learners are humans who have differentiation periodization development and growth, despite a relatively similar pattern
3. Learners have the imagination, perception, and his own world, not just miniature adults Psychology is a discipline that is very beneficial to human life. Psychology can be divided into two branches, a branch of theoretical and applied psychology. Psychology can theoretically be divided into two parts, the general psychology and psychological quirks. General psychology is psychology theoretical study human mental activities of a general nature in order to seek common arguments and theories of psychology. While the special psychology is a theoretical psychology which investigates the special features of human mental activity.

Special Psychology consists of:

1. Developmental psychology, studying the development of behavior and human mental activity throughout the life span, from the time of conception until death.

2. Social psychology, studying human mental activity in relation to the social situation.
3. Personality psychology, study of the structure of human personality as a whole.
4. Abnormal Psychology, examines the mental activity of individuals classified as abnormal.
5. Differential psychology, elaborates on these differences between individuals.

Benefits of psychological development of learners, namely: (1) With the knowledge of the development of learners, a teacher will be able to provide realistic expectations of the teenagers. This is important, because if too much is expected of children of a certain age, the child may develop feelings of inadequacy if he does not reach the standard set of parents or teachers; (2) Knowledge of development can help us in providing timely response to the specific behavior of a child; (3) Knowledge of the development of learners can help teachers know when the normal development begins in earnest; (4) By knowing the normal pattern of development, enabling teachers to previously prepare children to face the changes that will occur in the body, attention and behavior; (5) Knowledge of development enables teachers to provide appropriate guidance to the child's learning; (6) Study of the development may help us understand ourselves with the psychological development of learners enables teachers to provide assistance and education precisely the patterns and levels of child development.

DISCUSSION

The Problem of School Stress in the Development of Learners

Stress is a condition of stress (tension) both instinctive and psychologically which in result by

the demands of the environment is perceived as a threat. Stress is a part of the human condition. Within certain limits, stress helps us stay motivated (eustress). But sometimes we get too much stress could reduce the quality of our performance (distress), therefore, we need to have the ability to manage stress.

To be able to manage stress, then the steps we need to do is: digging stress symptoms, understand the factors causing stress, and train yourself to do the mitigation mechanisms (coping mechanism).

1. *Stress and illness*

Stress increases the risk of various physical ailments, ranging from indigestion to heart disease, even reaction think upset or stress on a person can disrupt other organs such as the liver and pancreas as well.

2. *Stress and endocrine system*

Stress has a domino effect in endocrine system, which is a system of the body such as the glands that produce and secretion release that called hormone (hormones) directly into the blood vessels (the other glands, such as salivary glands that produce saliva).

3. *Stress and immune system*

Stress makes us susceptible to disease. In a study conducted by Stone et al. (1994), those who reported experiencing daily stress levels are higher, such as stress at work, showed lower antibody in their blood which to fight the flu virus. Research on stress, Hans Selye (1976) coined the term adaptation syndrome overall (general adaptation syndrome; GAS) to explain the general pattern of biological response to Excessive and prolonged stress. Model GAS states that body as such stressful circumstances alarum clock with a system that did not stop until the power runs out.

4. *Stress and life changes*

Changes of pleasant or unpleasant life can cause stress, positive life changes that result in nuisance rather than negative life changes. The school has a very important meaning for the life and development of learners. But at the same time, the school was also to be a source of problems. Which in turn triggers the occurrence of stress among students. At school the child is a member of a small community where there are tasks that must be completed, people need to be recognized and limiting behavior, their feelings and attitudes, life events experienced by the child as a member of a small community named school is not an uncommon cause feelings of stress in themselves. Several studies in

Indonesia also showed no stress phenomena associated with the event students live at the school.

B. Psychological Problem Student

Problems related to physical and motor development in adolescence characterized by rapid physical growth. The physical state in adolescence was viewed as an important thing, but when the physical state is not in accordance with expectations (discrepancy between body image and self picture) can cause dissatisfaction and lack of confidence.

Like wise, physical development is not proportional. Maturity reproductive organs in adolescence requires effort gratification and if it is not guided by the norms can lead to deviations of social behavior. Problems related to cognitive development and language in early adolescence marked by the rapid development of intellectual abilities. However, when the teenager did not get a chance development of intellectual abilities, especially through education at school, it may be intellectual potential will not be developed optimally. Like wise adolescence, especially early adolescence is the best time to get to know and study foreign languages. But because of the limited opportunities and infrastructure, causing the teenager trouble to master a foreign language. Can not deny, in the era of globalization, foreign language skills are essential for supporting life and Karis success person. But with the barriers in the development of the inability of foreign language will certainly some effect in the life and career success story. Delays in cognitive development and language can result anyway o n aspects of emotional, social, and behavioral aspects and other personalities. Problems associated with the development of social behavior, morality, and religion. Adolescence is also referred to as social future hunger (thirst social), which is characterized by the desire to hang out and received environment of peer group (peer group). Rejection of the peer group can lead to frustration and made him as isolated and feeling inferior. On the contrary, if a teenager can be accepted by their peers and even become an idol of course he would feel pride and honor within him. Problems behavior does not only occur with the peer group, but also can occur with parents and other adults, including the school teacher. This is due in adolescence, especially early adolescents will be marked by the desire ambivalent, on the one hand the desire to let go of dependency and can determine his own choice, but on the other hand he still needs a parent, especially economically. In line with the growth of reproductive organs, social developed in adolescence is marked also by the desire to establish a special relationship with another type and if it is not guided actions can lead to deviant

behavior of social and sexual behavior. In adolescence is also characterized by the desire to experiment and test the reliability of the existing norms, if not guided, will probably develop into a conflict of values both in themselves and with their environment.

Problems associated with the development of personality, and emotional Adolescence is also called the period to determine the identity (self identity). The identity of any search efforts, a lot is done by showing the behavior of trial and error, imitation behavior or identification. When teens not determine her identity, she will be having an identity crisis or identity confusion, so it may just be the formation of personality system that not describe the state of being real. Reactions and emotional expression is still unstable and not under control in adolescence can have an impact on personal and social life. He became frequently depressed and moping or he actually be people who behave aggressively. Quarrels and fights often occur as a result of emotional instability.

Factors Contributing to Stress

In general, the main factors causing stress include:

Threats. Perceptions of the threat makes people feel stress, both physical threats, social, financial, and other threats. Things will become worse if the person is a threat percive feels that he can not perform any action that would reduce the threat.

Fears. Threats can cause fear. Fear makes people imagine will occur after an unpleasant and it makes people become stressed.

Uncertainty. When we were not sure about something, then we will be hard to make a prediction. As a result, feeling it would not be able to control the situation. Feeling unable to control the situation would inspire fear. Fear causes us stress.

Dissonance. If there is a gap between what we do with what we think, it is said that we experience cognitive dissonance, and it will be perceived as stressful. For example, if we feel that we are good people but in fact hurt other people then we will experience dissonance and feel stress. Cognitive dissonance may also happen if we can not keep the commitment. We believe that we are honest and precise promise, but there are times when situations / environments do not support us to the truth or the right appointment. It will make us feel stressed because we are threatened as dishonest or unable to keep their promises.

Other factors that can cause stress is everyday life such as:

1. The death, either death of a spouse, family, and friends.
2. Health: accident, illness, pregnancy.
3. Crime: sexual assault, robbery, theft, pickpocketing.
4. Persecution yourself: drug abuse, alcoholism, self-mutilation.
5. Changes in the family: separation, divorce, birth, marriage.
6. Sexual problems.
7. Conflicts of opinion: the spouse, family, friends, coworkers, boss.
8. Physical changes: lack of sleep, work schedule.
9. The new place: on vacation, moving house.
10. Finance: lack of money, have money, and invest money.
11. Changes in the environment: at school, at home, at work, in the city, to go to jail.
12. Increased responsibility: their new dependents, new jobs.

In addition to factors that are common, there are six major groups of causes of stress factors, namely:

1. Demands the task
2. Control of employees, relating to how the employee do the job
3. Support obtained from co-workers and leaders
4. Relationships with colleagues
5. An understanding employee roles and responsibilities
6. How far the institution where the work negotiating with new employees psychosomatic

CONCLUSIONS AND RECOMMEDATION

Conclusion

Stress is a condition of stress (tension) both instinct and psychologically which in result by the demands of the environment is perceived as threat. Stress affecting all of us. Stress conditions can be observed from the symptoms, both emotional symptoms / cognitive and physical symptoms. If we can mark the symptoms, then we can manage it. School stress has an impact on the personal lives of children, whether physical, psychological, or psychosocial or habit. Negative or positive impact of the phenomenon of school stress, depending on the degree of stress that we need to tackle of stress. Stress, handled or managed by well, so that it becomes a positive stress, which challenged students to improve the quality and ability of self, as well as the livelihoods of life can be maintained.

Recommendation

We as a person should be able to be wise educators in educating and making learning curriculum that did not make the learners have difficulty causing stress. Negative or positive impact of the phenomenon of stress from school, depending on the degree of stress experienced. High, moderate or low degree of stress experienced by adolescents due to various demands of school, largely depends on the assessment of their cognitive, mental processes continues to interpret the various situations in

their interaction in the individual so that students can respond to the stress of school in a positive way, schools are required to design and implement intervention programs and training stress on students.

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CORPUS BASED CROSS-CULTURAL DISCOURSE: THE CONNOTATIVE MEANING IN INDONESIAN AND AMERICAN POLITICAL EUPHEMISM

Rusman Roni

ABSTRACT

This article is focused on pragmatics in relation to Indonesian and American English euphemism. The aim of this study is to determine whether there are some political and non-political euphemisms based on corpus. Utilizing qualitative approach, and a diachronic and synchronic study, this study is conducted on political euphemism found in Jakarta Post, Newsweek and Sindo. The main findings include the categories of political and non-political euphemism indicates that political and non-political euphemisms which appear most frequently in the article are: denial, metaphor, acronym. Thus, the results suggest that denial was commonly used in politics. The results lead us to believe that the form cannot reflect its meanings.

Keywords: *political euphemism, corpus, associative meaning*

Conceptually, corpus-based studies utilize corpus data in order to explore a theory or hypothesis, Tognini-Bonelli (2001). The corpus aims to validate it, refute it or refine it. Corpus linguistics as a method underpins this approach. Nowadays pragmatic discourse study has focused our attention of communicative competence. More specifically, this article is focused on pragmatics in relation to Indonesian and American English euphemism. One of the basic principles of political euphemism is that the dispreferred expressions should be replaced by the preferred expressions to execute user's communicative intention on a given context and to avoid possible loss of face. Hymes (1974) argues that language must be studied within the framework of its social context and function. He further refers to those factors of contexts as SPEAKING (settings, participants, ends, act sequence, keys, instrumentations, norms, and genres). To serve the purpose, Canale (1983) stated that one has to possess grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. In the same sense, an individual has to possess communicative competence to execute the communicative intention effectively. The communicative competence includes lexicon and grammar.

This study was inspired by Roni (2000) which was conducted on a study of euphemism with a synchronic study. He continued his study based on the perspective of cultural translation to the students of FKIP UTP by using a synchronic study. Then, Hojati, Alireza. (2012) studied Euphemism in the Context of English Speaking Media. The results indicated poverty and military related euphemism figured prominently in the Media. Unlike those studies, this study focused on synchronic and diachronic study. The aim of

this study is to determine whether there is difference and similarity between Indonesian and American political euphemism in the respective languages. Utilizing qualitative approach, the study is conducted on political euphemism used in corpus: the associative meanings in Indonesian and American vocabulary. In order to describe the differences and similarities in cross-cultural pragmatic perspective, a discourse analysis is adopted, employing the grounded theory. The key instrument for this study is the investigator himself. The analysis of the data is conducted continuously through the process of displaying the data, reducing them and drawing conclusion.

The data of this research comprises of the texts written by the Indonesian and American in the editorial page, opinion and comments. This study deals with three perspectives; ideational, pragmatics and micro and macrostructure of the text. In an attempt to gain insight into the similarity and the difference between the Indonesian and American euphemism. This study investigated the political euphemism based on corpus written by the Indonesian and American editors. The major research question is put forward to direct the investigation: "How do euphemisms found in Indonesian corpus differ from those found in American English corpus in terms of form and content?" Subsidiary questions are: a) the categories, b) the function, c) the interpretation, (micro-macro structure. ideational and interpersonal) local and analogy, mental model, knowledge of the world and context, topic framework. d) usage, e) style, f) degree of politeness, g) choice of perspective. h) Illocutionary. This study was descriptives: that it aimed at describing the appearance of political euphemism in Indonesian and American English

vocabulary. The technique for data gathering included the analyses, materials, through internet on-line. The data obtained were cyclically analyzed, organized and interpreted cross-cultural pragmatics and cross media, namely Indonesian and American English Vocabulary. Credibility of the data were examined by applying some of these techniques: (1) triangulation, (2) peer debriefing, (3) negative case analysis. (-I) referential adequacy, (5) transferability. While the scrutiny of dependability and confirmability, accomplished through auditing by the author's advisors.

Method of Corpus Based Cross Cultural Discourse

The cross-cultural corpus can be judged from linguistic corpus, as long as the corpus could give sufficient information.

For example (saying; dipecat). Ask the students to demonstrate their ability to write the following words in a piece of writing: euphemisms.

-Indonesia : dirumahkan
American English : given the axe

Example2. Hal 6. 25 oktober, 2016 koran Sindo.kolom 1.
Pemberantasan Pungli junjung wibawa hukum Pemerintahan Joko widodo dan JK masih memiliki kekurangan diantaranya pelayanan publik yang masih perhatian masyarakat.

Gloss: The word pungli is considered as a euphemism because it is unclear. And it is the category of acronym euphemism. whereas American used the words bribery or drink.

Corpus driven from Jakarta Post. October 29, 2016. The theme for this year's WMHD is "Dignity in Mental Health — Psychological and Mental Health First Aid for All". There are two underlying aspects to be understood: dignity in mental health and psychological first aid. Indonesia has been tackling and will continue to face these two challenges.

Speaking of dignity, we should address the stigma associated with mental illness so that dignity is upheld and respected.

Gloss: The word mental health is considered as a euphemism because it is unclear. And it is the category of one to one substitute euphemism. whereas used the Indonesian words sakit jiwa or miring.

-Indonesia : bantuan luar negeri(fogged up),
American English : financial support (transparent)
-Indonesia : dimejahijaukan
American English : put on trial
-Indonesia : lansia

American English : senior citizen
-Indonesia : penyesuaian tarif
American English : increase
-Indonesia : di gebuk (dibunuh)
American English : pacification centre

-Indonesia : dilengser
American English : made redundant
: made redundant

-Indonesia : negara miskin
American English : emerging country

-Indonesia : surat lamaran ditolak
American English : let us call you later and don't call us
-Indonesia : wafat
American English : flight to glory

-Indonesia : dijual : privatisasi
American English : be sold out
-Indonesia : diamankan such some district leader :
Romi Hertan, Fahri, Yan Anton etc
American English : to be arrested

The symbol and metaphor used is different from one country to another country. and from one situation to another situation.

According to Blum-Kulka (1984), the most authentic data collection of speech acts is done via ethnographic means. It seems to us that social context should be included in the testing of cross-cultural pragmatics, even though the instrument used is not fully backed up by the real –life context.

Example1 of an open-ended questionnaire responded by some respondents or written discourse completion test.

Instructions: Please read the following descriptions of situations in which you might find yourself. Think of what YOU might say in response to this situation. Write your response in the space provided. Say as much or as little as you wish- you may choose to say nothing in several circumstances.

Situation:
It is your birthday, and you are having a few people over for dinner. A friend brings you a present. You unwrap it and find a blue sweater.

Example2 of an open-ended questionnaire responded by some respondents.
Version A:
In a cafeteria, you accidentally bump into an older person. The coffee spills all over the person, scalding his/her arm and soaking his/her clothing. The person :Ooooh! Ouch!
Version B:
In a cafeteria, you accidentally bump into a friend who is holding a coffee. The coffee spills all over your friend, scalding his/her arm and soaking his/her clothing.

The person :Ooooh! Ouch!

This type of questionnaire enables researchers to reach large numbers of respondents and statistically control for variables and analyze the data accordingly.

Apology elicitation

At the university

Ann missed a class a day before and would like to borrow Judith's notes.

Ann.....

In a staff manager's office

Tina has got an appointment, for a job interview, with the staff manager of Maju Mundur Co. The interview was to start at 10 o'clock, but the staff manager only turned up at 10.30, as he was called to an unexpected meeting.

Staff manager: Good Morning, Miss Hawkins.....

Tina Hawkins ; That's all right. I have got plenty of time anyway.

From the answers given to (10) we can learn what preferences native speakers of a particular language have for realizing a request for action among familiar equals, a crosslinguistic comparison will help us identify the similarities and differences in strategy preferences under the same sociopragmatic constraints across languages.

Judgement Test.

at the university

A fellow student in your class missed a yesterday's session and would like to borrow your notes.

- a. Can I borrow your notes from yesterday, please?
- b. Could borrow your notes from yesterday. Please?
- c. Would you mind if I borrow your notes from yesterday?
- d. I missed yesterday's notes can I borrow your notes?
- e. I missed yesterday's notes could I borrow your notes ?

In a staff manager's office

You have got an appointment, for a job interview, with the staff manager of Maju Mundur Co. The interview was to start at 10 o'clock, but the staff manager only turned up at 10.30, as he was called to an unexpected meeting.

Staff manager turn to you and say:

Sorry to have kept you waiting
 Sorry I am late, I hope I haven't kept you too long.
 I was unavoidably detained at a meeting.
 I am sorry I was held up.

FINDING AND DISCUSSION

The main findings include first of all, political and nonpolitical euphemisms are context specific culture. Indonesian political euphemism

commonly use passive form rather than active form. whereas, American used active form.

The categories of political euphemism indicate that euphemisms which appeared most frequently in the news media are: hyperbole, denial, metaphor, acronym, borrowed term and informal style, litotes. Other categories, such as euphemistic dysphemism, synecdoche, were disappeared. Thus, the results suggest that there was no difference in category of political euphemism between Indonesian and American. Of the twelve categories of euphemisms, seven categories appeared in both the texts of Indonesian and American. Secondly, the Indonesian and American political euphemism only differ in usage, degree of politeness, illocutionary transparency, sentence construction, social status, the choice of perspective. Thirdly, both Indonesian and American euphemisms do not differ in function, interpretation, style(s), syntactic structure, sources, categories and underlying principle and values. The results lead us to believe that the difference is on the content of political euphemism rather than on the form.

The specific findings of the study were as follows. Firstly, the differences are only in the attitude and feelings toward the norms and values of each country. More specifically, in terms of lexicon: American use long winded construction, whereas Indonesian use simply plain construction, in relation to grammar: voice, Indonesian uses passive voice more often instead of active in terms of politeness, whereas American uses active voice in achieving the politeness. Tense, American uses present perfect in achieving the politeness instead of present tense.

Furthermore, in line with the function of political euphemism, the Indonesian political euphemisms and American English euphemisms do not differ in terms of the functions. In other words, they are the same in functions according to the classification of textual function by Halliday. The text functions of political euphemisms are classified according to the way in which they contribute to the content of the text. In the text under consideration, four functions are seen, according to whether the expression primarily informs (conveys new information), evaluates (conveys writer's opinion or attitude), modalizes (conveys writer's attitude toward the truth-value of his utterance or writing), or organizes and functions as a discourse signal. To these four functions may be added a fifth, the political euphemisms that show a reader's reaction to something in the linguistic situations, namely apology, denial, convince, request and criticism, curse, question. With respect to the denial, the findings suggest that there are several

subcategories of denial such as background information, text processed-information, unfulfilled expectation, comparison and contrast, reason and apology, correction, condition, comment, saying thank as a refusal and covert please.

With regard to the styles in political euphemism, the Indonesian political euphemism and American English political euphemisms do not differ, and the four styles appeared in the text, such as formal, consultative, casual and intimate, only one of the five did not appear that is a frozen style. Next, the finding reveals Indonesian and American political euphemisms are similar in the sources like religion, biology, mechanic and kinship as reflected in the political euphemism corpora. With regard to the choice of perspective, the result shows that Indonesian and American perspective in political euphemism differ. There are three perspectives, which are different. They are grammatical, rhetorical and contextual perspectives.

On the basis of the finding, political euphemism is not necessary as a political euphemism in all contexts. Political euphemism is used to fog up communication. In addition, these findings provide evidence that each country has culture-specific connotation. Indonesian politician more often violates the cooperative principle rather than American politician. The results suggest that the presence of unique sets of cross-cultural variation can be used to explain the problem of specific connotation and its political euphemism.

There are some implications. First of all, to the curriculum designer, the material designer and syllabus writer could give the place of covert grammar and political euphemism in the English and Indonesian teaching and learning interaction. Second, to the English discourse analysis teacher, it is worth noting that discourse analysis is one of the methods to analyze the Indonesian and American euphemism. Third, it is recommended that the intercultural euphemism research be more intensively conducted so that it can eliminate the possible misunderstanding because of political euphemism. Fourth, to the language learners, since language cannot be separated from the culture of its native speakers, language learners need to be familiar with the culture of the native speakers as the target language and euphemism is culturally bound, language learners need also to be familiar with it. Fourth, the principle of rukun (live in harmony) or of conflict avoidance needs to be disseminated nationally or internationally for the sake of maintaining the world peace. At last, a comparative study of euphemistic uses in Indonesian and American may also be useful to

give us insight as to whether or not euphemism plays an important role in intercultural communication as the diplomats do in cross-cultural communication.

Categories

The study reveals that Indonesian and American political euphemisms are similar in kinds rather than in degree. For example, Indonesian political euphemisms are in the forms of metaphors, such as otak kekerasan di Aceh: Pak Harto, rapot merah Habibie, Gus Dur tidak dapat rapor merah namun cuci piring, they are the same as those found in American political euphemisms, such as kick the bucket, in the hands of congress. Aside from the form of metaphor, the other forms such as hyperbole, denial, acronym and borrowed terms are also found in either Indonesian or American euphemism. In short, Indonesian and American political euphemisms do not differ in categories. It means that to a greater extent, every language does not differ in categories or the forms of political euphemism but they differ in other aspects. This is because euphemism is universal. Another reason is that although euphemism is universal, it has a culture-specific connotation. In other words, it is culturally bound or it is context-dependent. Furthermore, with respect of the content of the political euphemism, Indonesian political euphemisms tend to be high context culture, whereas American political euphemisms tend to be low context culture.

In response to the first question, the similarity and difference in categories of euphemisms found in Indonesian and American political euphemism are put forward: First, the Indonesian political euphemisms are presented, then the American political euphemisms are compared. The corpora no: 1, 2 written by Indonesian and American writers in the respective languages illustrate the kind of denial.

(1) Text 129 (IND129) *Surya* November 27, 1999: page15, column3

Hamzah Haz Kaget `Dicopot`

GUS DUR: TIDAK TERKAIT KKN

Surabaya, Surya

Presiden K.H Abdurrahman Wahid membuat kejutan lagi, Dr. Hamzah Haz yang baru sebulan menjadi Menko Kesra/Taskin, Jumat (26/11) kemarin diganti Prof. Dr. Basri Hasanudin. Pergantian yang diumumkan sendiri oleh Gus Dur di Istana Negara itu membuat kaget Hamzah Haz.

Hamzah kaget terhadap pernyataan diterimanya pengunduran dirinya oleh Gus Dur, padahal dia tidak dihubungi (lagi) sebelumnya," kata Faisal Basir Ketua PPP, di DPR, se usai bertemu Hamzah Haz. Setelah itu Hamzah Haz menemui Gus Dur untuk mengclearkan bahwa dirinya tidak terlibat KKN.

(2) Text 80 (USA80) Washington Post August 30, 99 Vol. 154. No.9 Just Say No

BY JAMES CARVILLE

What I want to say to the press is "Don't ask." And what I want to say to George W. is "Don't tell." I don't have any confidence that the press will take my advice. Like drunks, they vow every four years to stop covering scandal. They go up to Harvard to dry out, and then they come back craving more. But I think the Governor just might listen to me, not only because my wife Mary is a friend of his and a supporter but because I've seen my share of scandals. So why should he keep quiet? Because once you start answering, you're never going to be able to stop. Cocaine? How many times did you do it? Where? Who was your source? (That person might still be at large!) It's like an elevator that has no down button. It just gets higher and higher. They'll try to trick you into answering questions. First they'll say, "It's not about drugs; it's about"--fill in the blank. It's about "judgment" or "honesty" or "security clearances." Forget it. It's always about the drugs. The other thing is not to be seduced by the claim that if you just answer this one question, it will all be over. The next time you get a drug question the only appropriate answer is, What part of no don't you understand?

As can be seen from the corpora in the political texts C, D. Indonesian political euphemism is in the metaphorical form, and is employed frequently. While in American political euphemism, the form of metaphorical euphemism also exists as it can be seen in the text C, and text D in the appendices C. Texts 1, 2, and D. Texts 6, 8. To summarize, the Indonesian political euphemism uses those seven categories. In addition, the American politician euphemism also uses the seven categories. It appears that the American tends to use the same categories as do the Indonesians. These results can be explained by considering the associative meanings in the context of political euphemism. And this is consistent with the earlier findings suggesting that those seven categories appear in the politician euphemism (Hoggart, 1985). Table 4.2 illustrates the kinds of political euphemism in Indonesian and American.

Viewed from the above table, the category concerning both the dead and fresh political euphemisms appears in the political corpora. For example, *resesi*, *memancing di air keruh* as dead euphemisms are still used in this reform era. Corpus no3 represents the kind of dead euphemism, namely *imperialisme*.

(3) Text2-3(ItiD24)Tokoh. 27 September, 99: Hal 5, kol 1. Permadhi SH Ganyang neo-Imperialisme

Perspective

With regard to the choice of perspective, the result is congruent with Blum Kulka's (1989), Ewald's (1983), Fowler's (1986) findings. They find that there are three perspectives, like grammatical, rhetorical (psychological), con-textual (spatio temporal) and or ideological perspectives. For example, the perspective of government, Indonesian political euphemisms are writer-oriented, such as "perusuh, gerakan pengacau" Aceh. As a matter of fact, the writer is not on the perspective of the members of GAM, in other words, He argues for the government. Furthermore, particular political euphemistic expression is a euphemism for insiders (ingroupers) but it is a dysphemism for outsiders (outgroupers). Consider the example. GAM has a deterrent (euphemism) against the government as GAM's opponent threat (dysphemism). In addition, when it is in the perspective of the society or GAM members, they use the euphemisms such as, "demonstran, arnuk massa, perusuh, gerakan Aceh merdeka". They are not the same as those found in American political euphemisms, such as "Would you lend me your money?" "Could I borrow your money?" Aside from the writer and reader, some grammatical sentences are used to make the sentences more polite. The data from both Indonesian and American euphemism suggest that every language differ in the choice of perspective in other words, the context determines the choice of perspective.

The results of this study on the specific aspects of perspective are consistent with Blum-Kulka (1989). The Indonesian and American political euphemisms differ in the choice of perspective. The difference is Indonesian euphemism is writer-oriented whereas American is reader-oriented. For example, "perusuh di Aceh or pengacau keamanan" is used when it is in the government perspective. Conversely, in the society's perspective or reader-oriented, it is called "tabligh Akbar". On the basis of these findings, it is likely that the political euphemism differs in the choice of perspective.

Usage

In terms of the aspect of usage, this finding accords with Kuntoro's (1999) finding. The finding indicates that Indonesian frequently uses passive voice, instead of active voice in achieving the politeness. E.g. "Bapak President dimohon untuk tidak membuat pernyataan kontroversial lagi", whereas in American they say, "I request you to take the seat or please, sit down", although "please be seated" is also used, it is, however, rarely used in the daily conversation.

Once in a while, American uses article 'the' instead of 'our'. For example, it is the government, instead of our government, especially in the political campaign. While in Indonesian context, the article is used in addressing someone: Bung, such as Bung Karno is used to achieve the politeness. This present study is similar to the finding of Tampubolon (1998). He asserts that euphemism should be political however, many political euphemisms are not polite. In contrast, Allan and Burrige (1991) find that political euphemism tends to deceive the public opinion and it is still euphemism. It means that the political euphemism has a certain construct. By political euphemism is meant the substitute of dispreferred expression to preferred expression with certain motivation from politeness to deception.

Principles and Values

As viewed from the aspects of the underlying principles for using the euphemism for both Indonesian and American, the present finding agrees with Kartomihardjo's (1979) and Suseno's (1993) finding. They claim that the principles and values of indirectness in Javanese are: 1) signs of education, 2) principle of social harmony, 3) principle of saving face, avoiding loss of face.

According to Kartomihardjo (1979:25-26), the basic value among Javanese is 'urip mapan' (live in harmony). He asserts that the basic theme which runs through Javanese ethical thought is the notion of an ordered universe in which everything is harmoniously placed in a location proper to it. Three values derived from the basic value 'urip mapan' are tepo sliro (taking into account others as human beings), 'toto tenterein' (in order and at peace). Compared to what is stated by Kartomihardjo above, the term 'hormat' in the present study is approximately similar to 'andhapasor', conflict avoidance is similar to 'toto tentrem', and 'empan papan' is the same as 'urip mapan'.

CONCLUSION

In short, more specifically, the cross-cultural pragmatic discourse should be developed and administered by including the context and circumstances. The cross-cultural pragmatic test in this article focused on the similarities and differences between Indonesian and American English euphemisms. by including the political context and circumstances written in the news media. Of the twelve categories of euphemisms, the hyperbole, denial, acronym, borrowed terms frequently appear in the texts in the respective languages. The data from Indonesian and

American English political euphemistic corpora suggest that there is no difference in form and function but they differ in degree of politeness. In addition, this is because what is polite in one culture is not polite in other culture. Indonesian politician prefers a hyperbole too. For example, "berpulang kerahmatullah". Indonesian borrows the word "crony" from American euphemism. Once in a while the euphemism exists in Bahasa Indonesia, but it does not exist in American Euphemism., For example, the euphemism "pecundang" means "loser, in American, it does not exist, or it is direct to say "lose" and or "loser". In addition, the taboo term sex, on "seN education" it is too direct to name, but in Bahasa Indonesia, there is a euphemism for that term, namely "pendidikan reproduksi". Therefore, the word "sex" is not common anymore. Another example is blue film, pornographic film, is called" in Indonesian "film orang dewasa". In US, it is called adult film and adult book for pornographic book. One possible conclusion is that the forms and categories of Indonesian and American political euphemisms under study do not differ but they differ in the content. And the intention in avoiding the loss of face may have compensated the uses of those political euphemisms.

In response to the research question about the functions of euphemisms, the Indonesian political euphemisms and American English euphemisms do not differ in terms of the functions. In other words, the results of this study are similar to the findings of Halliday and Rasan (1992, 1976) and Moon (see Coulthard, 1994) who state the te functions are decided with respect to the ideational and interpersonal components: ideational function like logical(organizational), experiential (informational), and interpersonal like situational, evaluative and modalizing, the current study finds that political euphemisms are decided in relation to ideational, like interpersonal and textual function. To these functions may be added other functions, that show a reader's reaction to something in the extralinguistic situations, namely apology, denial, convince, curse, request, criticism and question. On the basis of the findings, it can be generalized that the political euphemisms are commonly used almost in all language functions. In general, Indonesian and American English euphemisms do not differ in function, they differ on meaning .

This finding, to a certain extent, means that there are twelve categories of 1) Background information. Pak Harto said: Saya tak punya sutu senpun is and there no tax cut, If I am a President ofUSA. Bush said, 2) Text processed tion. E.g. Golkar tidak pecah tapi hanya beda pendapat. Next, Amien Rais said:Perte muan kami bukan di

belakang layar. There is disagreement in the Pentagon Kosovo. Cohen said.3) Unfulfilled expectation. E.g. Tidak ada merdeka untuk Aceh. There is no air strike on Saddam Hussein. Clinton said, 4) Compare and . E.g Soeharto said: Data Time itu tidak benar. Albright's statement about o is not right, 5) Modality. E. g. The nuclear weapon may be not so dangerous. Dur said: Belum tentu terlibat KKN 3 menteri itu, 6) Apology. Please, apologize army troop for the bombing. Thai is an accident. Clinton .said. Maqf atas pengeboman duta China dan kejadian itu merupakan kecelakaan. Maaf Akbar Tanjung atas kesalahun Golkar di masa lampau. 7} Please, as a refusal such as said: Silakan Protes, mereka kan tidak tahu persoalannya. Begitu aja kok, 'please, make a fair election if you want an IMF loan. Albright said, 8) as a refusal. Take the example of President Richard M, Nixon, who shortly resigning as President of the United States said at a press conference, " I am not a crook ". Instead of saying " I am an honest man ". Next, Gus Dur said. "Perlu semprotan pada tetangga untuk memadamkan gejolak di Aceh, 9) Correction Golkar tidak pecah, hanya berbeda pendapat. Akbar said. There is no comment about Kosovo. Cohen said., 10) Condition as refusal. Habibie said: "Saya bersedia mundur asal kanstitusional". Please, settle Buloggate, if you want the fresh money from IMF. Albright said, 11) Alternative as refusal. Megawati masih bisa jadi bersatu sungguhpun tidak menjadi ketua umum PDI-P. AL-Gore can be a president of the USA, as long as he is a green state. (:Bill Clinton said., 12) Thank as a "Terima kasih atas kritiknya terhadap Golkar". Akbar Tanjung said. There is indication that political euphemism is a kind of an avoidance language and evasive on. In the trade of politics, euphemism is a good instrument of denial and or refusal. This study examined the aspect of political euphemistic sources. Indonesian and American English political euphemism has similar sources as reflected in the corpus. First is religion. For instance, Indonesian political euphemism uses some obtained from religious source (God sovereignty such as "Khilafah")., G 88 means emerging country : negara miskin.

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SELF REGULATED LEARNING TO INCREASE LEARNING OUTCOME FOR STUDENTS OF JUNIOR HIGH SCHOOL

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ABSTRACT

Self-regulated learning is very important for learning process in the schools. Because, The regulation of the students involved three important aspects, they are (1) metacognitive, (2) motivation, and (3) behavior. If these aspects regulation of students is achieved, it can support student achievement. It is needed to be applied for student through the implementation process of the guidance and counseling program. If students can be actively involved in the learning activity, it can generate ideas, feelings, and actions to achieve learning outcome. The Student learning outcome is maximum learning achievement and the learning outcome maximum. So, it is function of the counselor to improve self-regulation of students in learning through the process of guidance and counseling program.

Keywords *self regulated learning; learning outcome, self regulated learning*

The development of science and technology is growing and evolving rhythm with populations, it is also including in the learning process. Of course, It will have implicated for the students who were still studying, such as the students of junior high school. They need to prepare themselves, so that one day they become a person who is able to compete in national and international.

It is undeniable that education is one of the main factors to make human resources into competitive forces that are able to compete. Now, Indonesia is entering the era of AEC (ASEAN Economic Community). Inevitably, The perfect education is everyone goals as the effort to support the human beings who are able to compete at National and International level. Competitive resource require hardwork from many part, such as the parents, the students themselves, the public, and no less important is the educational institution, which it is the Junior High School (SMP). Because of the scale of this school, the students are in the transition from childhood to the teenage years.

One part that can be maximized by the school to improve student learning outcome for Junior High School is self-regulated learning. Self-regulated learning is very important in learning process in the schools. Self-regulation can be described as an activity of students in achieving a goal. Because, self-regulation can establish themselves in determining the attitude, especially for students in achieving maximum learning outcome.

According to Mukhid (2008) that self-regulated learning are generally characterized as active participants who control efficiently the

learning experience of their own different ways, include determining the productive work environment and using resources effectively, organizing and training information to learn, maintain a positive emotional during academic tasks, and maintain a positive motivational thinking about their capabilities, the value of learning, and the factors that affect learning. Self-regulation (self-regulation learners) through experience and self reflection (self-reflection).

Meanwhile, according to Donker, etc (2013) self-regulation in learning is a complex process, because it consists cognitive, motivational and contextual elements. Thus, the learners who have self-regulation will have a component of self-regulation that support learning outcomes, these are (1) the control of cognitive and cognitive regulation, (2) the regulation of motivation, (3) the regulation of behavior, and (4) the regulation of the context (Pintrich in Rachmah, 2015). So it can be seen that self-regulation covers three important aspects, namely (1) metacognitive, (2) motivation, and (3) behavior (Zimmerman in Ghufron, 2011).

There are several processes in the self-regulation of learning that needs to be done with the dimensions of the performance results, these are self-monitoring, self-judgment and self-control (Latipah: 2010). Furthermore, Zimmerman (1990) in Latipah (2010) identified some learning strategies commonly used by self-regulated learner, such as: self-evaluation; organizing transforming; goal setting and planning; seeking information; making and checking records (keeping records and monitoring); set the environment (environmental structuring); self consequences; rehearsing and memorizing; looking for some help (seeking social assistance) to peers, teachers, or other people; and

also reviewing notes and textbooks (review records).

Related to student achievement, so self-regulation in learning is a process that helps a person manage itself primarily in terms of learning that involves thoughts and actions with the aim of winning the desired target. The main applications of self-regulation in learning strategy is planning, monitoring, capable of completing various tasks in the classroom, and evaluate student learning outcomes. In this regard, teachers have an important role in guiding and control the students. To improve self-regulation in learning, teachers must teach students the kinds of cognitive processes that can help learning and memorable.

The changing process in human personality through improving the quality and quantity of behavior, skills, knowledge, thinking skills, and other capabilities. In the changing process can be obtained learning outcome suitable the studied program. Morgan (2000) explains that the changing caused from learning will be indicated by the learning outcomes. The purpose of learning outcomes to obtain information about the effectiveness of the learning process, while learning results obtained will provide information from the method applied learning will provide positive results in achieving optimal learning goals.

Sudjana (2003) said that the learning outcome is changing in behavior which covers the areas of cognitive, affective, and psychomotor owned by students after receiving a learning experience. Gagne (1985) said that student learning outcome acquired abilities of students in learning activities. For the measurement of learning outcomes of Gagne's theory suggests five aspects: (a) intellectual skills skills; (b) verbal information; (c) cognitive strategies; (d) attitude attitude directed through learning activities; and (e) the ability of the motor.

According to Bandura (Alwisol, 2009: 357) self-regulation is the ability of human beings or individuals ability to think, and with them, their ability to manipulate the environment, so it caused the changes in the environment as a result of that desire. Meanwhile, According Donker, etc (2013) self-regulation in learning is a complex process, because it consists of cognitive, motivational and contextual elements. Metacognition is one of the processes that control these elements and the basis of self-regulation in learning.

Components of self-regulation in learning on learners consists of (1) the control of cognitive and cognitive regulation; a cognitive and metacognitive activities, (2) the regulation

of motivation; include attempts to arrange a variety of motivational beliefs, behavior regulation; is an aspect of self-regulation that involves the efforts of individuals to control their own behavior, and (4) the regulation of the context; an attempt to control the context in the face of classroom learning (Pintrich in Rachmah, 2015). So it can be seen that self-regulation includes three aspects are applied in learning, they are metacognitive, motivation, and behavior (Zimmerman in Ghufron, 2011). Then, in the learning process to achieve learning goals, self-regulation in the study has three phases, that are :

(a) The Phase *forethought*. This phase along with its processes, be functioning to enforce the individuals commitment to act and prepare themselves to do something that required in learning. This phase is divided into two main processes, they are task analysis and self-motivation. (b) The Phase *performance*. This phase helps the individual focus on individual tasks and assist in optimizing the performance of his study, which is divided into self-control and self-observation. (c) The Phase *self-reflection*. In this phase, the individual must make sense of their learning experience or to reflect on what he had done. The process in this phase consists of the process of self-assessment and self-reactions, (Zimmerman, 2011).

While Ormrod (2009: 38) explains that the process of self-regulation in the study of which is essentially metacognitive, regarding (1) the determination of the destination (goal setting), (2) planning (planning), (3) self-motivation (self-motivation), (4) control of attention (attention control), (5) use of learning strategies flexible (flexible use of learning strategies), (6) monitor themselves (self-monitoring), (7) proper help (appropriate help seeing), (8) self-evaluation (self-evaluation).

DISCUSSION

Good education is the desire of the government as the effort to support the creation of quality human. This is accordancing with the President's program that embodied in Nawa Cita Jokowi - Jusuf Kalla 2014-2019, which said, "improving the quality of Indonesian human life". Improving the quality of Indonesian human has required improvements and performance enhancements in education. For example, the government's policy to raise the value of standardization graduation each year.

This is must be done because, in fact that has not been in line with expectations at the government. Indonesia's competitiveness according to the World Economic Forum (2007-2008) was at 54 of 131 countries. When viewed from the ASEAN countries is much lower below Malaysia was ranked 21th and Singapore order to 7. According to the report of the National exam

results in 2010 gained national exam students are less than 5 to mathematic is 9.07% english 6.95% 0.53% Indonesian. Thus, when compared with other areas of study it is clear that the results of student learning in mathematics is still low (Mustari, 2011). To overcome their fear of learning outcomes, it is required preparation of the various components, one of which is the development of self-regulated learning in self-learners.

It was explained that one of the things that affect the outcome of learning is self-regulated learning. Self-regulation in learning is the ability, responsibility, and one's strategy to regulate and manage itself in terms of learning. This ability is a combination of knowledge, attitude, and behavior that comes from within themselves to continue to develop themselves and achieve a desired goal that is monitored by himself from the process until the result.

Self-regulation includes in three aspect that is applied in the study, namely metacognitive, motivation, and behavior. The process of self-regulation in the study which is essentially metacognitive, as follows: (1) Setting goals (goal setting), (2) Planning (Planning), (3) Self-motivation (Self-motivation), (4) Control of attention (Attention control), (5) the use of learning strategies flexible (flexible use of learning strategies), (6) Monitor self (self-monitoring), (7) Finding the right help (appropriate help seeing), and (8) Evaluate yourself (Self-evaluation).

Junior high school students as a target service from BK teachers are one of them in learning part. BK teachers serves to set the students' learning process starting from the motivation, set a strategy in learning, determining the specific method, carry out the task or homework the teacher, monitor learning outcomes, and evaluate student learning outcomes. This service is provided to students so that students are able to become active learners for himself, also set itself especially in terms of learning. Which is all of that will be used as a preparation for their future.

Students who have self-regulation in a good learning is the students who are active in the learning process, both metacognitive, motivational, and behavioral effects. They produce ideas, feelings, and actions to achieve learning goals. Metacognitively they could have a particular strategy that is effective in processing information. While the motivation is

about the spirit of learning that are internal feeling. As for behavior, the display is in the form of concrete actions in the study.

CONCLUSION

Now, Indonesia is competing with other developed countries, especially MEA competition is in sight. To be able to compete with other ASIA countries, governments do a variety of ways to boost the quality of Human Resources competitive. One of them is the boost that junior high student learning outcomes can be gradually increasing. One strategy that can be etched to improve student learning outcomes are educational institutions which in this case is a Junior High School (SMP) to maximize the performance of counselors to design guidance and counseling program for developing self-regulated learning in junior high school student. The assumption is that if the student has self-regulated learning, then students will also be able to improve student learning outcomes.

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TEACHER CAREER DEVELOPMENT THROUGH PROFESSIONAL COMPETENCE TO IMPROVE THE QUALITY OF TEACHER

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ABSTRACT

The improvement of teacher professional competence is career development process which is an important component for teachers in educational system. Teachers are required to be able to become a whole person, where the teacher serves as a facilitator, motivator, and dimanisator in the instructional process of students or learners. The realization of these functions is not easy, a lot of challenges to be faced by a teacher and lecturer. The purpose of enhancing professional competence of teachers is done by a series of career guidance in accordance with the demands of quality development. In carrying out its function as a functional position, a teacher is able to carry out good, qualified, professional functions as career guidelines. There are several steps that can be done by teachers and lecturers in implementing development guidance which are included in four teachers' competencies, namely, (1). Pedagogic competency, (2). Personality competency, (3). Social competency, and (4). Professional competency. However, 10 teacher professional competencies that are well-known competencies are outlined in PP. Number 74 of 2008. Therefore, these efforts which are to increase the quality of teachers' professional competence are similar to teachers' efforts in carrying out the process of career development.

Keywords: career, quality, competency, professional

National education serves to develop skills, increase character development, and build civilization dignity in order to educate people which aims to develop students' potentials to have strong faith to God, high noble, healthy, knowledgeable, skilled, creative, independent, and high democratic and accountable students. To reach those educational objectives, it should be preceded by adequate education process. Thus the education process can run well which all the aspects could affect student learning that give positive feedback for the students in improving the quality of education. In globalization era, formal educational institutions carry out the important tasks to prepare the quality of Indonesia's human resources (HR) in the future. In school environment (education as schooling), the professional teachers hold the key to improve the quality of human resources in future. Professional teachers are the one who perform the duties and functions to improve the knowledge, skills, and attitudes of students as the future of Indonesia's human assets.

According to Law No. 20 of 2003, National Educational System is to guide the government to engage the society and educational institutions to have primary and secondary education level to the tertiary level. This society involvement includes some aspects of planning, implementing, monitoring, and evaluating of educational programs (Law No. 20 Th., 2003, chapter 8), it also includes the obligation to provide human resources to support the education in Indonesia. Teachers as an important component in the educational

system are expected to be a facilitator, motivator and dynamic factor for students learning process. Therefore, teachers are required to have competence in education. In the framework of the implementation of the curriculum, the need for teaching methods should be appropriate subjects taught by each teacher. Thus the learning process will go hand in hand with the development aspects of student learning which includes cognitive, affective and psychomotor aspects. To realize the good intentions contained of Law Number 20 of 2003, it needs the commitment from all parties, especially the government in accommodating the teachers' career development in accordance with Article 40 paragraph (1)c. career coaching in accordance with the demands of quality development. The objectives of this study are:

- a. To know and to understand the definition of career development
- b. To know and to understand the quality of teachers' professional competence
- c. To know the effects of professional quality on the teachers' career development

Teachers' Career Development Career Understanding

According to Kamus Besar Bahasa Indonesia (KBBI) as the Center for Language Education Department of National, character means the psychiatric, akhlaq, or character components that distinguish one to another, or it could mean significant congenital, heart, soul, personality, behavior and personality traits, and temperament character. Thus, the character is a way of thinking and acting to live and work which is appropriate to each personal characteristics within the family,

society, state and nation. Good personality persons are the persons who could make decisions and are ready to responsible for every decisions they made. According to Majid (2011), character ethymologically is derived from the Latin namely *kharakter*, *kharassaein*, and *kharax*. Also according to the Greek, character namely *charassein* which means to make sharp and to make the inside. Meanwhile, the word character which is derived from English is commonly used in Indonesia. Then, according to Hornby and Parnwell, character is mental or moral quality, moral strength, and the name or reputation. Then Simon Philips also stated character is a set of values that lead to a system, which underlies the thinking, attitudes, and behavior displayed. Doni Koesoema A defined characters can be understood the same personality. This personality can be regarded as human's style or characteristic which comes from the formations that is received from the environment. Some understanding of those definitions can be concluded that the condition of natural character exists in every human's soul thus this character is different to one another. The understanding of personality sense, characteristics, and the characters are often swapped at one time. This is not quite strange when the person considers to say the word characteristic, personality, and character have the same meaning at the same time because the interpretation of those terms are quite same.

Teachers career development

According to Sigit (2003), career development (career development) is literally defined as demanding person to make decisions and commit itself to achieve career goals. In general the definition of career development is the increase of career position which is based on person's achievement, workload, and opportunities work, therefore teachers career development should be pursued by the organization concerned, namely Education and Culture Department. Then, H. Baedhowi (2010) stated Educational career development training should implement to the framework of promotional and functional positions in which the inherent capabilities and should look at the professional performances. Therefore, this training is the effort to help teachers as educators to promote their positions through the credit pooling rate of functional position. The increase of those credits must indicate the increasing of teachers' performance as the professional teachers.

2.2 Improving the Quality of Teacher Professional Competency

Teacher Professional Development

Indonesian Government Regulation No. 74 of 2008 on Teachers states teacher professional development is to develop and increase the competencies associated with the acquisition of teachers' credit rate of functional position. The activities of professional development carried out through ten different types of activities, namely (1) the collective of teachers' activities which improves their competencies and/or their profession, (2) education and training, (3) apprenticeship, (4) scientific publications on the results of research or innovative ideas, (5) innovative works, (6) presentation at scientific forums, (7) the publication of textbooks or books enrichment, (8) the publication of teachers' manuals, (9) the publication of field experience, and (10) awards for accomplishments or dedication as a teacher. From those ten professional developments above, the National Ministry through the Directorate General of Quality of Teachers' Improvement and Education Personnel (2010) has emphasized three things, they are 1) implementation of self-development, 2) implementation of scientific publications, 3) implementation of innovative work. Castallo (1992) stated professional development and career planning should be run by teachers individually and it should not run by the organization or school especially by the school's principle. School or the principal only facilitates the development, but the initiative and commitment must come from teachers themselves. But teachers and school institutions are together mutually run the effort to support and integrate for the successful of professional development program. In addition, to support the professional development programs, teachers are also encouraged to understand the rules associated with it, including (1) Regulation of National Education Ministry Number 35 of 2010 Concerning Technical Guidelines for Functional Master and Credit Figures; (2) Regulation of National Education Ministry joining with Nurul Ulfatin, Teacher: Career Development or Profession Development, Head of State Personnel Board Number: 03 / V / Pb / 2010, and Number 14 of 2010 Concerning the Implementation Guidelines Functional Master and credit figures; (3) National Education Minister Regulation Number 38, 2010 Adjustments Functional Master; and (4) Regulation of State Ministry for Administrative Reform and Bureaucratic Reform Number 16 of 2009 on Functional Master and credit figures. Then, before the teacher must first understand the legislation underlying which are (1) the Act of Number 20 of 2003 on National Education System; (2) Law of Number 14 of 2003 on Teachers and Lecturers; (3) Government Regulation Number 19 of 2005 on

National Education Standards; and (4) Government Regulation Number 74 of 2008 on Guru.Fokus PKB in Scientific Publications.

Teacher Professional Development Program

Indonesian government, especially the Ministry of National Education, revitalize the performance of teachers by tightening the requirements for anyone who wants to pursue a professional career in the field of education. With the minimum qualification requirements as stipulated in Law Number 14 of 2005, teachers are expected to really have the competence as a learning agent. Mulyasa E. (2008) mentioned teachers' competencies include pedagogical competence, personal competence, professional competence and social competence, where those are expected to be obtained fully through professional education. According Supratno (2006), to support the achievement of an increase in the professionalism of teachers, the government in this case MONE facilitates the educational activities through:

a). improving the quality of teachers through the implementation of affirmative action in each educational level, b). increasing the teachers' professionalism through upgrading / training cooperate with institutions or educational training, c). motivating teachers through the development of teachers' group work such as PKG, PSB SPKG, PPPG, etc., d). accommodating arrangement/ equalization of the number of teachers with the credit total of subjects they get which is appropriate to curriculum need, e). subsidizing helping teachers and fostering teachers' quality of each schools, especially private school, f). conducting the guidance of teachers' career according to teachers' functional level, and g). attempting to improve teachers' professionalism through variety ways periodically.

According to Law Regulation number 14 of 2005 on teachers and lecturers as well as PP Number 74 of 2008 regarding the educational qualification which teachers should have at least S1 / D-IV as their educational background and for non-teachers which are qualified as a teacher. Some legal mandates of two products are:

1. The Candidates of educational profession must be qualified to S1 / D-IV
2. Teachers' certificate should be obtained from an accredited college
3. Teachers' certificate for teacher candidates should be conducted objectively, transparently, and responsibly
4. Teacher professional education programs is designated by ministry of education

5. Teacher professional education program concludes with the test of teachers' competency
6. Teachers' competency test is done through a written test and performance test which accordance to standard competencies.
7. The written test should be comprehensive that includes the understanding on students, curriculum development, instructional design, evaluation, subject matter, and the concept of scientific disciplines.
8. The performance test is done holistically in terms of learning practice test that reflects the mastery of relevant, pedagogical, personal, professional, and social.

The Quality of Teacher Competency

McShane, Glinow in Martinis Yamin, (2010) stated competencies are the skills, knowledge, talent, values, drivers and other personal character that lead to the excellent performance . Then there are some experts have a concept of competency which is often called by the term "ability" or capability that includes natural talents, and this ability can be learned by doing required task, especially the teacher's task. Gibson, (2006) explained that the abilities and skill are an innate ability or something that can be learned to complete one's duties. Wikipedia, (2006) define the word competency as something which is standardized as the requirements of an individual to perform a specific job. Johnoson in Martini (2010) described the components of teacher competency include performance, knowledge, skills, processes, adjustment, and attitudes, values and appreciation. Law Regulation on Teachers and Lecturers Number 14/2005 and Government Regulation Number 19/2005 states teachers' competency include personality, paedagogic, professional and social affairs. Therefore, according to explanation above, it can be concluded that teachers' professional competence is the ability, the expertise, skills and knowledge possessed by a good teacher which can be obtained from natural ability or through the acquired process of teacher training. The components of teachers' professional competency can be reflected through: 1) the mastery of science or subject matter that is broad and deep, 2) understanding the sciences related to educational matters such as educational philosophy, educational psychology, didactic-methodical, management planning, teaching and evaluation of education, 3) teachers' properties, 4) full attention to students' development, 4) well-communication in transferring subject matter, and 5) as the researcher. Then the teachers must really concern to improve their quality through those five componenta because those components are proposed to make teachers become professional.

Suparno (2000) said that improving teachers' competency could be implemented through the strategies / efforts in the form of educational training (training) such as a). In-house training (IHT), b). The internship program, c). Schools partnership, d). Distance learning, e). Gradual training and particular training, f). A short course in LPTK or other educational institutions. g). Internal coaching by school, and h). Advanced training . The implementation of these strategies contributes to increase the number of teacher coaching who can assist other candidate teachers in teacher professional development. Then there are another strategies or efforts which contribute to improve the quality of teacher professional competencies which are: a).discussing educational problems, b). having Seminar of education, c).joining educational workshop, d).conducting research in educational field, e) writing books / materials, f).preparing instructional media, and g). creating technology work/artwork.

CONCLUSION & RECOMMENDATION

Conclusion

National education serves to develop skills, increase character development, and build civilization dignity in order to educate people which aims to develop students' potentials to have strong faith to God, high noble, healthy, knowledgeable, skilled, creative, independent , and high democratic and accountable students. To reach those educational objectives, it should be preceded by adequate education process. One such process is teacher career development as the educators which is implemented through promotion of functional position in which the inherent to capabilities of their professional performance. Therefore, the constructions of teacher career development are to be planned to help teachers be well-qualified. This promotion should indicate the increasing performance abilities as the professional teacher. Professional teachers should have the some competencies such as pedagogical competence, personal competence, professional competence and social competence which are expected to be obtained through fully professional training. In order to improve the quality of professional competency, this competencies can be obtained through educational training for instance: a). Discussing educational problems, b). Having Seminar of education, c). Joining educational workshop, d). Conducting research in educational field, e).

Writing books / materials, f). Preparing instructional media, and g). Creating technology work/artwork.

Recommendation

1. Improving the quality of teacher professional development should be planned and be implemented optimally to achieve the objectives of qualified teachers who have high competencies to produce professional teachers.
2. The development or improvement of teachers' professionalism strategies should start from the awareness of teachers themselves to always strive to develop itself into a better.

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DEVELOPMENT OF LEARNING SOURCES BASED ON THE CHARACTER EDUCATION ON MATHEMATIC LESSON IN CLASS VIII OF SMPN 1 TULUNGAGUNG

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ABSTRACT

This article is a research and development of learning resources based on character education that uses the principles of product development from Borg & Gall, which include: the introduction, development, field testing and dissemination. By using the steps in the research and development, program development model of learning and development steps of learning resources, can be produced based on learning resources for character education on mathematic courses is effective in class VIII. The quality of learning resources based on character education in the results of this development, of the various aspects can be expressed either. The use of learning resources based character education can impact both on learning outcomes, and affective aspects of learners, namely to instill and internalize the character values through learning mathematic.

Keywords: *learning sources, character education*

Teaching and learning has normative value in a natural interaction. Moreover, teaching and learning is an awareness process that has the certain objective in it. The objective of the study is like a compass to where the teaching and learning will be direct to. Therefore, the process of teaching and learning has been success if it can change students' knowledge, comprehension, and skill (Djamarah, 2000: 12). In line with Djamarah & Zain (2006: 39) stated that the nature of learning is 'change' and the nature of teaching is process of teacher's arrangement. Then, it can be sum that the teaching and learning is the interaction between the teacher and the students in order to make change and arrangement to achieve the objectives.

Learning sources is all of the sources, human, environment, and technique that can be used by the students to help their learning. Moreover, it can be the sources from students' outside and it is possible to help the students in learning process. Learning sources, hence, can be intentional by design or can be already available and directly by utilization (Hendrikus, 2009: 26).

Quality of learning can be seen from the change of students' behavior. This change of behavior related to the change of students' character, and the change of students' character itself becomes the important point in 2015/ 2016 especially in Mathematic course.

Mathematic is a subject provides knowledge to make the students more conscious that they take responsibility on the next generation and Indonesian's fate. Consequently, nation character education in Mathematic lesson should be excessive in its course disseminati one specially on its learning sources. Ideally, learning

sources of Mathematic reflect character values and culture in order to internalize them to the students.

Based on the a forementione dexplanation, the researcher intents to make research that focus on development of learning sources based on the character education on Mathematic lesson in class VIII of SMPN 1 Tulungagung.

METHOD

The design of this research is Research and Development (R&D). It carries out the product to develop learning sources based on the character education on Mathematic lesson that can bridge the gap of plenty research that test the theory to producing the products that can be easily used by many students.

Borg and Gall (1983: 772) defines the approach of research and development in education as "a process used to develop and validate educational products". More detail in Gay (1990), stated that the approach of research and development is an effort to develop effective learning product in the form of learning materials, media, strategy, or other materials used in school that is not for testing theory. Based on the two opinions could be concise that research and development in the teaching and learning is a research approach that aims to develop and validate products in teaching and learning to improve the quality of education efficiently and effectively (AnikGhufron, 2007).

The descriptive procedural model is the model of development that is used in this present research. This model, moreover, should follow the certain steps to develop the products of media teaching. The steps are; understanding the

problem of learning, creating the product, and testing the product (trial and error). In this case, if the problem of learning can be conceptualized, the product of teaching can be started doing. However, if the conceptual of learning problem do not accept and understand yet, the process of making the product should be repeated. Therefore, this ideal model is suitable for applying in research and development to produce the product of learning sources based on the character education.

In addition, other model also used module in teaching and learning due to some reasons. The first, module can describe the process of learning appropriately and continuously. The second, module can boost students' learning motivation. The third, module can be used both in pair and group. The fourth, module can draw students' attention. The fifth, module can demonstrate complicated material; hence, teacher will easily explain it. The sixth, module can be used repeatedly.

Here are some considerations of using Borg & Gall Model (1983: 775) as this present research's foundation: firstly, this model has a distinct perspective theory base. Since, its theory establishes an optimal learning methodology. This method in line with the objective of this learning sources development. Moreover, the steps of this model development are very simple but it is not strict. Therefore, it is a right way to solve the problems of learning operationally.

In addition, the model development that used in this research was adapted from model of development proposed by Borg & Gall. According to Borg and Gall (1983) the approach of this study had a ten-step implementation. The steps of it were described as follow:

- (1) Preliminary study and data collection (review of the literature, class observation, and providing research framework),
- (2) Planning (formulating research objective, estimates fund and time allocation, procedure of research, and various forms of participation activity during the research),
- (3) Develop the initial product (designing initial draft of product),
- (4) The first trial-error (made trial of the product to definite subject and area),
- (5) Revision from draft to main product (revised product based on the result of early trial),
- (6) Test to the main field (trial of revision product to boarder subject and area),
- (7) Revision for operational product,
- (8) The operational product testing (testing the effectiveness of product),
- (9) Revision for final product (revised product for being effective and adaptable one), and
- (10) Dissemination and implementation of research and development

product including planning, developing, field testing and dissemination.

Producing a quality R&D product is also needed a quality instrument; hence, it would be able to explore what desired in the product development of PBK. Therefore, as a media product that requires time and high cost, the researcher collected the data with the instrument that often used by experts or stated in many literatures. They also validated by the material and media experts to make them appropriate in its using.

The development of instrument collecting data is used trough two phases, namely instrument preparation and instrument testing.

In this phase, both research instrument and questionnaire were prepared by the researcher; while, questionnaire was prepared based on the blueprint which was adapted from instrument of R&D conducted by the previous researcher and with necessary modification.

In this phase, the instrument was tested to obtain feedback for better improving. Therefore, it can be used as a valid measuring tool in research. In this study, a criterion to determine the quality of instrument is logical validity. In addition, the trial was intended to know respondents' understanding through the items and to know respondents' choice through the alternative answer of each item.

In addition to the above explanation that to ensure the instrument evaluation for media and material experts should have logically validity. Therefore, before the questioner was used for collecting data, it must be consulted to the media and material experts to obtain the improvement and feedback. While, evaluation instrument for the students was tested to some students. And the feedbacks from respondents could be used to revise the instrument.

The method and the instrument of data collection describe as follow: (1) collecting data based on the concept, the researcher conducted a discussion, submit the product and evaluation form to the experts to obtain feedbacks; (2) exploring the depth material through face validity and content validity, using questionnaire based on the Likert scale, discussing with the small respondents, and observing for field test; (3) collecting data related to effectiveness and efficiency of the product was made to assess the students' work and time to be used in field test; (4) knowing the aspects of students' attractiveness through direct observation; (5) increasing the students' achievement could be seen from pre-test and post-test.

By submitting students' feedbacks which be drawn in questionnaire and analyzing the percentage and categorizing it into descriptive statistics; would be analyzed and summarized to improve the product based on the character education. To determine the percentage of the students' achievement based on KKM is defined from pre-test and post-test. Therefore, the data are obtained into excel and SPSS version 12.

We often heard about terms related to learning sources and people have used it as easy as they like. However, many of them know the library is one and only the learning sources among it. Whereas, they did not aware about what they use and who they meet, are the learning sources itself.

Learning sources in bced website is defined as follow: Learning resources are defined as information, represented and stored in a variety of media and formats, that assists student learning as defined by provincial or local curricula. This includes but is not limited to, materials in print, video, and software formats, as well as combinations of these formats intended for use by teachers and students.

Learning sources also defined as information are presented and saved in media that can help the students in their learning process. The form of learning sources can be in the form of printed, video, software or combination of various formats that can be used by both students and teachers.

In line with Sadiman, stated that learning sources as everything that can be used for learning, which can be person, objects, messages, materials, techniques, and setting (Sadiman, Arief S., *Pendayagunaan Teknologi Informasi dan Komunikasi untuk Pembelajaran*, article, 2004)

In more detail, based on Association for Educational Communications and Technology (AECT, 1977), learning sources is every sources that can be utilized by teachers, in the form of separation and combination, for the sake of teaching and learning with the purpose to increase the effectiveness of learning objective. Thus, the learning sources are also defined as any place or environment, objects, and those that contain the information can be used as a tool for students to change their behavior.

Based on the aformationed explanation, learning sources can be categorized into a) natural environment where is people learned and do the process of learning. It can be library, market, museum, river, mountain, rubbish box, fish pond, etc; b) objects are the things that may change the studnets' behavior, like archeological site, temple, and any relics; c) people are

everyone who has certain competence so the students can learn the skill from him/her. For example, teachers, geologist, police, and other experts; d) substance is any material in the form of written, printed, recording, web and etc; e) book is any kinds of referencies that can be read independently by the students. Like textbook, dictionaries, encyclopedias, fictions and so on; f) facts and events that happened, for example riots, disasters, or other important events.

Learning sources will be meaningful to both teachers and students when it is organized through a design tah enable one to use it. If it is not, however, other material surrounds us can be learning sources.

The module is a written book used by students to study independently without or with the teacher's guidance, so the module contains at least about learning instructure, basic competence, content, additional information, students' assigments, students' worksheet, evaluation, feedback.

A nodule can be meaningful when students can easily use it. Learning by module enable students with high achievement are faster in completing the base competence (KD) tha other students with low achievement. Therefore, the module should be described based competence (KD) to be achieved by students. It also presented using good language danillustrasion.

Jack Corley and Thomas Philip define character as the person's attitude and habits that make it possible to simplify the moral action (Samani&Hariyanto,2012). Suyanto states character is a way of thinking and behaving that is characteristic of each individual to live and work together both within the family, community, nation and the State (Muslich, 2011).So the character is a collection of values that lead to a system, which underlies the thinking, attitudes, and behavior displayed. According Tadkiroatun Musfiroh, character refers to a set of attitudes (attitudes), behavioral (behaviors), motivation (motivations), and skills (skills).Character comes from the Greek word meaning "to mark" or mark and focus on how to apply the value of goodness in the form of action or behavior, so people who are dishonest, cruel, greedy and ugly behavior of other people say bad character.Conversely, people whose behavior in accordance with the moral code called a noble character (TPPK, 2011).

Character education is an effort to educate children in order to obtain decision wisely and practice it in our daily lives, so that they can make a positive contribution to the environment (Megawangi,2004). According Scerenko, character education is an effort that is truly a way

where the personality traits positively developed, encouraged and empowered by example, the study and practice of emulation (a maximum effort to realize the wisdom of what is observed and studied) (Samani&Hariyanto, 2012). The character education, in more detail, is a deliberate effort to develop good character(good character)based on the virtues of the core(core virtues)which is objectively both the individual and society (Lickona, et.all., 2005).

The purpose of education is to instill character and shape the nature or character derived from the trials, sacrifice, life experiences, and values implanted so as to form an intrinsic value that will be the students' attitude and behavior. The value invested in the form of attitudes and behavior of the given continuously so as to form a habit.And such practices will be of special characters for individuals or groups.

If you look at the historicity of character education in schools has a very long history.It has been practiced since ancient Greece, namely the time of Homer (Kosoema, 2011).In many places, the character education in schools had their ups and downs (Lickona, 1993).It happened in tune with the real struggles of society in which education takes place.Clearly, character education received great attention, especially in communities that experience (and seeks rise of) moral bankruptcy (Berkowitz & Bier, 2005).

For example, in the United States, the emergence of the national movements of character education since the 1990s, could not be separated from awareness of the various parties to the signs of moral collapse of society in general and (especially) the moral youth (Lickona, 1991).At that time, they were very concerned about the increase in crime, suicide among adolescents, divorce, abortion, the habit of cheating among students, the habit of stealing goods in the store among teenagers, and others.On the other hand, many people believe that without the virtues that characterize the haik, people will not be truly happy life and society will not be able to function effectively (Lickona, 2004).The same thing is now happening in Indonesia.Various parties voiced about the importance of character education (at school).Character education is considered as one important way to overcome the moral decay of society that is already on the stage is very worrying.

FINDING AND DISCUSSION

Before use, the learning resources that are made to be reviewed by subject matter experts, linguists and experts also test character

education.The trial was attended by 20 learners.Assessment of learners regarding aspects of learning shows that the media have good quality, including the categories "Good".A rating on this aspect includes 11 indicators that are reflected in the 11 items on the questionnaire.

Then do the operational field testing. The purpose of the operational field testing is to determine whether the products are already fit for use in the school without the presence of the developer.So that the product is feasible in operational use, the product packaging must be complete and already tested in any previous rules. Operational field testing has been tested on the general class and the situation is the same as in operational use in general.Feedback and suggestions learners in this phase will be used to revise the product to be the final product before it is distributed to users.

With respondents were 20 learners who provide feedback about the quality of learning resources mathematics from the learning aspect, material, character education and language, the result that the average score overall (the learning aspect, the material aspects, character education and media aspects) with a grade of "B" , which means included in the category of "Good"

Generally the learners stated that this source of motivation and provide significant benefits in the process of learning mathematics.Based on the operational results of field testing above, can be explained as follows 1) all learners who were respondents in the trial court stated that the subjects of mathematics presented in the product easy to learn learning resources (100%); 2) most of the learners who were respondents in the trial court stated that the concepts presented in the product easy to learn learning resources (85%); 3) most of the learners who were respondents in the trial court stated that the subjects of mathematics presented in product sourcing learn to make the learners feel challenged to learn better because the material is relatively easy to learn and they can be actively involved in the learning process because it has been supplied worksheet which can be filled by learners.(90%); 4) all learners who were respondents in field trials stated that they want to learn a lot through the learning resources available.(100%); 5) most of the learners who were respondents in the trial court stated that by using these learning resources can be used as a way of cultivation of character values of the nation.(85%); 6) all learners who were respondents in field trials revealed that the source of this learning helps them to learn math.(100%); 7) all learners who were respondents in field trials suggest that they could

measure their understanding by doing a matter of evaluation is provided for after all a matter of doing they can directly see the results.(100%); 8) most of the learners who were respondents in field trials suggest that they could be faster in learning mathematics through module provided.(85%); 9) all learners who were respondents in field trials stated that they were delighted to learn through a learning resource.(100%); 10) most of the learners who were respondents in field trials stated that they want to learn with learning resources that draw on other subjects.(90%); 11) only (25%) of learners who were respondents in field trials stated that they were confused and insecure if not accompanied at the time of learning with learning resources products.This means that 75% of learners feel able to learn independently with the product of learning resources.; 12) Most of the learners who were respondents in the trial court stated that the worksheets provided they make the learning process more active and easier.(85%); 13) All learners who were respondents in the trial court stated that the presentation of the material with a variety of sources, such as text, images, tables, interesting.(100%); 14) only (15%) of learners who were respondents in the trial court stated that the instructions there to make them confused.The rest (85%) find it easy when using the product of learning resources so that the learning process can proceed smoothly.; 15) most of the learners who were respondents in field trials stated that they learn the material coherently.(90%); 16) in general it can be concluded that the learners can benefit by learning to use a character education based learning resources.Learners also become more motivated to learn the material presented.So the source of this learning has a positive contribution to the learning process.

After having held operational testing field, as already explained above to determine whether the use of the products of the development has a positive impact on learning outcomes expected.To know that, learners are given a pre-test and post-test to see if there is a significant improvement on learning outcomes for learners before and after using the product.Processing scores of pre-test and post-test is done with the help of Excel and SPSS program version 16, so that it can be done more quickly.By looking at the value of learners in post-test, it can be obtained the percentage of learners who achieve mastery learning with a minimum value of "70".

From the available data, it can be explained that the number of learners who achieve mastery learning (minimum value 70) after the learners

using instructional media based character education, a total of 17 learners from 20 learners who take the test, so for 72.25% of learners who otherwise achieve mastery studying on certain materials in mathematics and included in the category of "Good".

From the data obtained, it can be concluded that the impact of using instructional media of mathematics courses based character education to improving the learning outcomes of learners in mathematics in the category of "good" by looking at the percentage of learners who achieve mastery learning of 72.25%.In addition, instructional media also managed to increase the awareness of learners will be the values of national character in daily life.

After passing several tests, both the feasibility test is limited from subject matter experts, education experts characters and linguists, as well as field tests covering preliminary field testing, playing field testing, and operational field testing, product-based media education character of the development is already feasible into a final product that can be disseminated and implemented to users.The feasibility can be seen from the average ratings almost all stages, rated "B" categories "Good".This is consistent with the expectations of researchers in chapter 3 of this thesis, that eligibility is determined by the researchers, the minimum gets the value "C", the category of "Good Enough".

In addition to product-based learning resources of the development of character education is already fit for use, the products are packaged in the form of self-instruction modules so that learners can learn while applying and implementing character education.

Another advantage of the character education based learning resources development results also has tangible benefits, namely the percentage of learners who achieve mastery learning after using character education based learning resources development results, as much as 72.25%.

After the final product shaped module which has been revised by all stages of the trial and fit for use, the product can be disseminated and implemented to the user.Although the module is intended for learners, but it is possible for the teachers or the general public who are interested in mathematics class VIII.

CONCLUSION

Based on the discussion, and the above description, it can be concluded as follows:he development of character education-based media using the principles of product development from

Borg & Gall, which include: the introduction, development, field testing and dissemination. By using the steps in the research and development, program development model of learning and development steps of learning resources, can be produced based learning resources for character education mathematics courses were effective. Based on the results, the results of which are: the preliminary field testing were tested against 3 learners are included in the category of "Good" with an average score of 3.93. Which consists of the learning aspects of 4.03 with the categories "Good", 3.93 material aspects with the category of "Good", aspects of character education 4, 07 with the categories "Good", and aspects of the media with 3.86 with the category of "Good". On the playing field testing that is tested against 10 learners are included in the category of "Good" with an average score of 4.06, which consists of the learning aspects of 4.08 with the categories "Good", the material aspects of 4.03 with the categories "Good", and aspects of the media with 4.06 with the category of "Good". While on Field Operational Testing tested against 20 learners are included in the category of "Good" this can be seen from the number of students who completed a total of 17 people from 20 learners were tested. And based on the percentage of learners who achieve mastery learning with a minimum value of "70", after using education-based learning resources this character, gained as much as 72.25% and is included in the category of "Good".

The quality of learning resources based on the results of this development of character education, from learning aspect obtained a score of 4.11, including the category of "Good". From the aspect of the material obtained a score of 4.02 is also included in the category of "Good". From the aspect of character education obtain a score of 4.07 which includes both categories. And of aspects of the language obtained a score of 4.02, is also included in the category of "Good". Overall the quality of learning resources is obtaining the category of "Good".

Products based learning resources of the development of character education is effectively used. This is evident from the t test results meanscores of pre-test and post-test that showed that the probability value of 0.000, less than 0.05, so it can be concluded that the averagescores of pre-test and post-test differed significantly.

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INFLUENCE OF FINANCIAL PERFORMANCE ON COMPANIES VALUES WITH DIVIDEND POLICY AS MODERATING. STUDY AT MANUFACTURING COMPANY IN INDONESIA STOCK EXCHANGE

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ABSTRACT

Research is focused to determine the significance of the influence of financial performance (Liquidity, Profitability, and Leverage) on companies value at Manufacturing Company in Indonesia Stock Exchange (BEI). In addition, this study also aims to determine whether the dividend policy may moderate the relationship between the dependent and independent variables. The population in this research is manufacturing companies listed in Indonesia Stock Exchange (BEI) of the year 2012-2014. With a total sample of 26 companies. Analysis of research used in this research is multiple regression analysis and Moderating Regression Analysis (MRA). The findings in this study showed that partially, Financial Performance (Liquidity, Profitability, and Leverage) affect the value of the Company. And dividend policy can only moderate the relationship between liquidity and profitability to the Company Values. While the relationship between leverage with the Company's value can not be influenced by Dividend Policy. The implication of these findings is the investor or prospective investor should consider the financial performance and the dividend policy to assess the company especially Manufacturing company in BEI..

Keywords: *Liquidity, Profitability, Leverage, dividend policy, the Company Values, Signal Theory.*

Measurement of financial performance of companies is one of the indicators used by investors to assess a company on the market price of such shares on the Indonesian stock exchange. The better the performance of the company, the higher the return that will be earned by the investor. Generally, investors will be looking for companies that have the best performance and investing in the company. It said the acquisition of the company's capital and the company's value would increase if the company has a good reputation which is reflected in its financial statements.

Theory signaling (Signaling theory) stressed the importance of information released by the company's investment decisions outside the company. Information is an important element for investors and businessmen because the information is essentially presenting information, records or good overview of the state of past, current and future state for the survival of a company and how to market effect. Comprehensive information, relevant, accurate and timely information needed by investors in the capital market as an analytical tool to make investment decisions. One of the information available to an investor is the announcement of dividend payment.

Dividend policy concerns the use of profit issue are the rights of the shareholders. Basically, the profit can be distributed as a dividend or detained for reinvested in the company. If the company chooses to distribute

profits as dividends, it will reduce retained earnings and further reduce total internal funding sources. If the company chooses to withhold profits, then the ability of the establishment internal funds will be greater. When profits would be shared or detained, should be considered the company's objectives, maximizing the prosperity of our shareholders and enhance shareholder value.

Dividend policy is very important because it affects the investment opportunities of the company, the stock price, financial structure, the flow of funding and liquidity position. In other words, dividend policy provides information about the performance (performance) of the company. Each company sets dividend policy is different, because the dividend policy affects the pay dividends to its shareholders, the company may be unable to retain sufficient funds to finance its future growth. Companies must be able to consider between the profits to be retained to develop the company (Nurmala, 2006).

Dividend policy as moderating variables influence the financial performance of the company's value, this is due to the dividend policy became the center of attention of many parties such as shareholders, creditors, or other external parties who have an interest from the information issued by the company (Erlangga, 2009). Dividends have or contain information as a condition of the company's prospects. The greater the dividends distributed to shareholders, the company's performance would be considered the better, and ultimately an assessment of the company as

reflected by the stock price will be the better (Erlangga, 2009). This study discusses the relationship between the financial performance of the company's value, where the policy divided as variable moderation. The financial performance consists of liquidity, profitability, leverage as the independent variables that affect the value of companies in which the dividend policy as moderating variable.

The explanation and the results of research partially and simultaneously between the above variables shows that financial performance is represented by liquidity, leverage and profitability have different results related to its impact on company value. Dividend policy is a moderating variable between financial performance and corporate value, and this is because the company will maximize the value of the company, and can be achieved when companies pay attention to stakeholders or shareholders. Balance the achievement of objectives stakeholder companies likely to benefit optimally so that the company's performance will be judged well by investors.

This research was motivated by the research Murtini (2008), Sembiring (2010), and Hasugian (2008) to reveal the effect of dividend policy as moderating variables on financial performance as independent variables that would affect the value of the company. Selection of these variables to test the independent variables that affect the value of the company, where they found the results of previous studies that have not been consistent.

This study using manufacture company listed in Indonesia Stock Exchange year period 2012-2014 as the sample, because the company's manufacturing sector (manufacturing) sector includes chemical and basic industries, various sectors of industrial and consumer goods industry sector and has a population of more than sector other industries and represent the industry on the Indonesia Stock Exchange. Based on the background described above, the writer interested in conducting a study entitled "Effect of Financial Performance Against Company Value With Dividend Policy As Moderating Variables In Manufacturing Companies Listed in Indonesia Stock Exchange."

PROBLEM FORMULATION

Based on the description of the background, the main problem of this research are:

- 1) Does the liquidity significantly influence the value of the company?

- 2) Is the dividend policy able to moderate the effect of liquidity on company's value?
- 3) Does profitability significantly influence the value of the company?
- 4) Is the dividend policy able to moderate the effect of profitability on company's value?
- 5) Does leverage significantly influence the value of the company?
- 6) Is the dividend policy able to moderate the effect of leverage on company's value?

RESEARCH OBJECTIVES

- 1) To analyze the influence of liquidity against the value of the company.
- 2) To analyze the effect of dividend policy on the relationship between the liquidity against company's value.
- 3) To analyze the influence of profitability against the value of the company.
- 4) To analyze the effect of dividend policy on the relationship between the profitability against company's value.
- 5) To analyze the influence of leverage against the value of the company.
- 6) To analyze the effect of dividend policy on the relationship between the leverage against company's value.

LITERATURE REVIEW

Theoretical foundation

Company Value

The company's value will be reflected in its share price. The market price of the shares of the company formed between buyers and sellers when transactions occur is called the market value of the company, because the price of the stock market is considered a reflection of the true value of the company's assets. The value of the company formed by indicators of stock market value strongly influenced by investment opportunities. The existence of investment opportunities can provide a positive signal about the company's growth in the future, thus increasing the value of the company (Fortunately, et al, 2006, in Susanti, 2010).

The company's value in this study was defined as the market value, as well as the study conducted by Nurlela and Islahudin (2008) in Kusumadilaga (2010). Because the value of the company can deliver maximum shareholder wealth when the company's stock price increased. The higher the stock price, the higher the wealth of shareholders, to achieve the company's value generally investors hand over its management to the professionals. The professional is positioned as a manager or commissioner (Nurlela and Islahuddin 2008 in Kusumadilaga, 2010).

Financial performance

The company's performance is the result of many individual decisions created continuously by the management of a company. Performance also means that the particular input to obtain a specific output. Implicit in the definition of performance contains a sense of the existence of an efficiency that can be defined in general as the ratio or benchmarking between input and output.

Sawir (2005) states that financial performance is an accomplishment achieved by the company within a certain period which reflects soundness of the company. Nainggolan (2004) in Christiani (2010) stated that the company's financial performance is one aspect of the assessment fundamentals of the financial condition of companies that can be done based on analysis of financial ratios of the company, among others: the liquidity ratio, leverage ratio, activity ratio and the ratio profitability that achieved by the company within a certain period.

Dividend

One of return that would be obtained shareholders is a dividend. According Napa (1999: 151) a dividend is part of net income distributed to shareholders (owner's equity). According Sunariyah (2004: 48) the dividend is a distribution of profits given the company issuing the shares on the company's income. Based on those two opinions, it can be said that the distribution of the dividend is the proportion of profits from the company that distributed to the shareholders of the company.

Research Accomplished

Siregar (2010) with the object of research is a manufacturing company for 2006-2008. Purposive sampling of samples obtained 61 companies. The study found partial and simultaneous effect on the liquidity of the company's value as reflected by its share price. In the study interpreted liquidity coefficient is negative, which means the higher the lower the liquidity of the company as reflected by the stock price. Interpretation says it happened because of the economic conditions and the subjective perception of the investor.

Hartini (2010) which states there is a relationship between the value of the company with the dividend payment, net cash flow, leverage and earnings per share are expected each year by the company that the dividend showed a sure thing related to share price appreciation. The higher the health value of a company will provide assurance to shareholders to earn income (dividends or capital gains) in the future.

Susilo (2009) examined the effect of profitability on the value of the company as reflected by the share price on the banking companies listed on the Indonesian stock exchange in 2005-2007. The study found partial and simultaneous profitability significantly influence the value of the company. Based on these results could be explained that the performance assessment of a company can be seen from the company's ability to generate profits.

Hypothesis

- H1: Liquidity has a significant positive effect against the company's value
- H2: Dividend policy is able to significantly moderate the influence of liquidity against the company's value
- H3: Profitability has a significant positive effect against the company's value
- H4: Dividend policy is able to significantly moderate the influence of Profitability against the company's value
- H5: Leverage has a significant positive effect against the company's value.
- H6: Dividend policy is able to significantly moderate the influence of Leverage against the company's value

RESEARCH METHODS

Population and Sample Research

Population Research

The population in this research is manufacturing company listed in Indonesia Stock Exchange (BEI) from the year 2012 to 2014 as many as 150 companies.

Sample Research

The sample in this research are companies in the manufacturing sector at Indonesia Stock Exchange that consecutive that distribute dividends during the study period 2012-2014. Number of criteria were 26 companies from 150 companies listed in the Indonesia Stock Exchange.

Procedures Data Analysis

The procedure of data analysis in this study consisted of data analysis techniques, statistical description, and hypothesis testing.

Data analysis technique

Data analysis techniques used to solve problems in this research using regression analysis. This analysis is used to find and get a picture of the influence of financial performance of the the company's value with the dividend policy as moderating variables in the manufacturing sector companies on the stock exchanges of Indonesia in 2012-2014 with SPSS (Statistical Product and Service Solutions).

Classic assumption test

Before the regression model, the test is conducted prior classic assumption test including

normality test and heteroskedastisitas as well as to ensure that the resulting data were normally distributed (Ghozali, 2006) :

- 1) Normality Test
- 2) Heterokedasticity Test.
- 3) Multikolonierity Test.
- 4) Autocorrelation Test.

Regression Analysis

Data that has been collected will be analyzed using the tools of statistical analysis are:

- a) Multiple linear regression analysis.

$$Y = \alpha + b_1X_1 + b_2X_2 + b_3X_3 + e_i$$

- b) Moderated Regression Analysis (MRA).

$$Y = \alpha + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_1.X_4 + b_5X_2.X_4 + b_6X_3.X_4 + e_i$$

RESULTS AND DISCUSSION

Regression Analysis

Regression analysis used in this research is multiple linear regression and Moderated Regression Analysis to find a picture about the influence of financial performance of the the company's value with the dividend policy as a moderating.

Can be obtained regression equation as follows :

- a) Multiple linear regression analysis.

$$\hat{Y} = 0.927 + 0.351X_1 + 2.637X_2 - 0.403X_3$$

- b) Moderated Regression Analysis (MRA).

$$\hat{Y} = 0.184 + 1.049X_1 - 2.145X_2 - 0.330X_3 - 1.647X_1X_4 + 22.803X_2X_4 + 0.17X_3X_4$$

t - Test (Individual Test Parameters Significance)

T statistical tests conducted to show how far the influence of of the independent variables individually in explaining the variation of the dependent variable (Kusumadilaga, 2010). Based on the results of the partial significance test with the t test, it was found that the criteria for acceptable Ha occur at variable liquidity (X1), profitability (X2), Leverage (X3), Moderation between liquidity and dividend policy (X1.X4), and Moderation between Profitability with the dividend policy (X2.X4). While the criteria Ha rejected only in moderation between Leverage with the Dividend Policy (X3.X4).

Discussion

The effect of liquidity to company value

Liquidity in theory positively related to the value of the company. The higher the liquidity, the higher enterprise value and the lower the liquidity of the company's value low. The ability of high cash will have an impact on the ability of the company's short-term liabilities and a positive impact on the value of the company. The results in this study indicate that the value Liquidity significant positive effect on firm value. This case indicates that liquidity into consideration by an external company in assessing a company and have a significant positive effect on a company's stock price changes. The results support the theory that information about a company's cash flow is useful to users of the report as a basis for assessing the company's ability to generate cash and cash equivalents and assess the needs of the company to use the cash flow. Economic decision-making process, the information consumers need to evaluate the company's ability to generate cash and cash equivalents and the assurance of placement.

The influx of the dividend policy was able to significantly moderate the influence of liquidity to company value. These results are consistent with research conducted Erlangga (2009), with the results showed that the dividend policy can moderate the relationship between financial performance of the the company's value. Dividend policy is able increase the value of the company at the time of high liquidity and dividend policy can lower the value of the company at the time of low liquidity.

Effect of the profitability against company's value

Profitability in theory positively related to the value of the company. The higher profitability of the enterprise value is high and the lower profitability of the company's value low. The better the company pays returns against shareholders will increase the value of the company. The results in this study show that profitability has a significant positive effect on firm value. The influx of the dividend policy is able to significantly moderate the effect of profitability to company value. In line with the research conducted Erlangga (2009), with the results showed that the dividend policy can moderate the relationship between the profitability against company's value. Dividend policy is able increase the value of the company at the time of high profitability and dividend policy can lower the value of the company's current low profitability.

Effect of leverage to company value

Leverage in theory negatively related to the value of the company. The higher the leverage the company's value is low and the lower the leverage, the higher enterprise value. The use of debt should carefully by the management, because the larger the debt would lower the value of the company.

The results of this study indicate that leverage has a significant negative effect on firm value. This indicates a higher or lower debt of a company will affect the value of the company. The size of the debt of the company to the attention of investors. The results of this study are consistent with the theory of high leverage may indicate that the other party claims are relatively larger than the assets available to close, increasing the risk that the claims of creditors may not be covered in full if the event of liquidation. The lower the ratio, the less the company's liabilities in the future and either directly or indirectly have an impact on stock prices (Hartini, 2010).

The entry of dividend policy proved unable to significantly moderate the effect of leverage on firm value. In contrast to research conducted Erland (2009), the results showed that the dividend policy can moderate the relationship between the financial performance of the company's value. Dividend policy is able to increase the value of the company's current low leverage and dividend policy can not lower the value of the company at the time of high leverage.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

- 1) Liquidity has a significant positive effect on firm value. This indicates that liquidity into consideration for external parties in assessing the company's stock price of a company.
- 2) he dividend policy is able to significantly moderate the effect of liquidity on firm value. Dividend policy is able to increase the value of the company at the time of high liquidity and dividend policy can lower the value of the company at the time of low liquidity.
- 3) Profitability has a significant positive effect on firm value. This indicates that the profitability into consideration for external parties in assessing the company's stock price of a company.
- 4) The dividend policy is able to significantly moderate the effect of profitability on firm value. Dividend policy is able to increase the value of the company at the time of high profitability and dividend policy can lower the value of the company's current low profitability.
- 5) Leverage has a significant negative effect on firm value. The size of the debt of the company to the attention of investors, high leverage may indicate that the other party claims are relatively larger than the assets

available to close, increasing the risk that the claims of creditors may not be covered in full if the event of liquidation.

- 6) Dividend policy is not able to significantly moderate the effect of leverage on firm value. Dividend policy is able to increase the value of the company's current low leverage and dividend policy can not lower the value of the company at the time of high leverage.

Recommendation

- 1) Based on the research conclusion that the variables of liquidity, profitability and leverage have significant influence on the value of the company and in accordance with the study of theory and previous research. Those variables require attention both investors and potential investors to assess a company.
- 2) Manufacturing companies need to pay attention to liquidity, profitability and leverage in order to have the financial flexibility in achieving good value for the company externally. In addition, the dividend policy also needs to be taken based on the results of this study Because proven to moderate the relationship between liquidity, profitability and company value.
- 3) The period used in this study is limited to three years from 2012 to 2014 the year of the disclosure. For further research is recommended to extend the research period of at least five years to get the maximum results.
- 4) For their next study suggested using variable time lag in financial performance and dividend policy.

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EFFECTIVENESS SCAFFOLDING FOR IMPROVING EARLY CHILDHOOD LEADERSHIP BEHAVIOR

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ABSTRACT

The purpose of this study was to determine the effectiveness of the scaffolding in improving early childhood leadership behavior. Leadership behavior is one aspect of social development that will grow well when stimulated. Scaffolding is one way to provide stimulation to the child that are appropriate to the stages as well as the needs of children. This study is a behavioral research using experimental design with a single subject . The results showed the intervention phase two subjects have a tendency to increase the level and trend. At the time of intervention drawn decrease the level and trend of leadership behavior both subject to decline . It shows that the scaffolding is effective to improve early childhood leadership behavior

Keywords: scaffolding , leadership behavior

Leadership is part of the developmental aspects that will grow well if obtain stimulation and will disappear if it does not receive stimulation. In addition to part of the developmental aspects of leadership is also a requirement. Glasser (1975) revealed that one of the basic human needs is the need for power. Power is meant by Glasser is the power to empower others, the need to achieve success, the need to make a useful contribution, as well as the need to use the abilities and skills possessed. Based on Glasser proposed concluded that every man needs to actualize his power in order to give a contribution to others and the environment.

Everyone has the opportunity to become leaders, ranging from the smallest sphere that is a leader for themselves to a greater scope that the leader of a company or a country. Leaders needed in every social organization, so leadership needs to be stimulated start early, so that the behavior of the leadership into a behavior that has been internalized by the child. Ray (1999) stated that leadership is a set of behaviors that allow the group to complete a common goal. Based on the opinion of Ray can be seen that leadership is a series behavior and not the position of the peaks obtained through the establishment or designation.

Leadership will be realized in the event of social interaction. Leadership is the result of social processes conducted by a group of people. This was revealed by Cox (Heikka, et.al., 2012) stating leadership as a situation when the group members gather and engage with each other. The emphasis from the standpoint Cox is centered on group leadership, leadership is the underlying spirit of teamwork. In the opinion of Cox's leadership is not only the

ability possessed by a leader, but a passion for group members to interact cooperate in a team.

At the early age of leadership behavior has begun to emerge, research conducted by Fu (in Shin, et al., 2004) stated that the leadership can arise from an early age. At the time of the child's social interaction will appear, followed by the other children. Further research conducted by Shin (Shin, et al., 2004) show that in early childhood characteristics of a leader's personality is characterized by dynamic, charismatic and a high level of awareness. At the time of the child to interact will appear that gives directives, orders, make requests, many children involved in an activity, encourage cooperation, and obeyed by the other children.

leadership in early childhood is a natural phenomenon and dynamic (Soffler, 2011). on the situation of education can not be determined who the child becomes the leader, but the child will bring his leadership in a dynamic situation. Leadership is the result of social interaction so that in certain circumstances a child can demonstrate leadership behavior, but in other situations the child will become a follower in the group. At an early age that leadership is not the designation of an adult, but it is a natural potential possessed by children who will appear in the child's social interaction.

Hurlock (1997) suggest that in childhood leadership with regard to social acceptance within the group. Leader in childhood is children who have more ability in a specific field. Leadership in childhood is shown with the Traffic high communication so that children are able to persuade his colleagues to follow his will. Leadership is also demonstrated through the emergence of pro-social behavior, such as

helping bring empathy and help friends and sharing.

Social development is the main asset in the development of leadership behavior in early childhood. At the age of 3-6 years are in the child's psychosocial stage of initiative versus guilt (Erikson in Crain, 1992). At this stage the child began to build the initiative in making a plan, set goals, and persistent in achieving it. Children begin to control the environment in play and social interaction. Children who are successful at this stage will feel able to lead the other children, while children who failed to be skeptical of him and the lack of initiative.

Another aspect of the development of leadership behaviors affect the AUD is a skill and proficiency (Fu and Perez in Soffler, 2011). children who have higher language skills would be able to deliver its purpose and be able to influence others to follow his will.

In addition to language skills, cognitive abilities also play a role in bringing about leadership behavior in children. Children who have higher cognitive skills that will come up with creative ideas in play (Shin, et al., 2004) so that the child looks attractive among his friends. But early childhood is still at the stage of egocentric thinking, so that children often impose its will to be followed by others.

At the age of 5-6 years old children have started doing social adjustment. Leadership behavior in children appears as a child's efforts to get the role in the group. Leadership behavior in early childhood is shown by the initiative and sensitivity towards others and the environment. The initiative shown by the emergence of behaviors to invite friends to play, child dared to lead her in the activities, children begin the activity without being asked, the child gives an idea on when playing, the child directs or instructs his friend when playing, children dared to ask teachers and friends, the son answered questions teachers with a clear voice, a child dares to speak in the group. Sensitivity is marked with the child showing his concerns at the time of trouble, children help their friends who have difficulties, children tidy up equipment that has been used.

As part of the developmental aspects of leadership behaviors need to be stimulated. One form of stimulation is to provide assistance or scaffolding so that the ability of children who are still potential in him capable actualized in daily activities. Vygotsky (in Isabella, 2007) is a form of scaffolding timely aid to be withdrawn in time for the learning interaction is happening. Scaffolding comes from within the child when he asked for help, assignment of teachers when

providing scaffolding on children is stimulating children to eventually be able to demonstrate leadership behavior.

Research conducted by Sidek (2011) shows that through the provision of scaffolding can improve language skills in early childhood. Scaffolding is given through the questions submitted by researchers to explore ideas and language skills in children. Another study conducted by Shih, et al. (2010) showed that the scaffolding can increase independence and self-confidence in students studying in grade 11 in English. Scaffolding given to research Shih et al. In the form of assistance for student learning and preparation materials for students. Based on research conducted by Shih et. al and Sidek can be concluded that the scaffolding can improve a great aspects of development in early childhood and adult age.

Scaffolding is a strategy of teachers to help children achieve a higher level of perkembangan, but rarely used scaffolding at the level of early childhood education. Scaffolding is widely used in high-class to help students who have difficulty in learning. Based on the results of research conducted by Kasmains (2010) showed that by giving scaffolding can enhance the activity of students in the classroom. Based on a study of previous research applied the scaffolding to increase leadership behaviors in early childhood.

Scaffolding is one strategy to improve leadership behavior. This is because the scaffolding gives children an opportunity to reach potential levels of development without interference from the teacher. Additionally scaffolding gives children an opportunity to establish a good interaction with peers and teachers, so as to allow the emergence of leadership behavior in children. Scaffolding is used to improve the behavior of the leadership in early childhood is done through seven steps, namely (1) provides material as well as activities that allow children to build social interaction, (2) set the environment and the atmosphere of the class, (3) provide information about the duties and roles of children in completing the joint activities, (4) provide guidance for children focusing on completing activities, (5) provide words of encouragement, (6) provide examples of leadership behaviors, (7) build leadership behavior.

METHOD

The research design used in this study is to design experiments using a single subject. Single-subject design is used with the aim of

researchers the opportunity to reveal more detail the changes generated during the the intervention. In the single-subject study each subject serves as the control itself That seen from the progress of the subject before the intervention, during the intervention and after intervention. Single-subject design used in this research is the design ABAB, which was developed of design AB (Creswell, 2010).

On ABAB design, namely A1 symbolizes baseline conditions before being given the intervention, B1 symbolizes the subject conditions for granting intervention, A2 symbolizes the condition of the subject after the intervention withdrawn, and B2 symbolizes the condition of the subject after the intervention is given back. Baseline both A2 is intended as a control intervention phase, while the second B is the provision of reintervention to see whether changes in the subject's behavior because of the intervention is given not because of other factors, thus allowing it to draw the conclusion that the scaffolding is effective to improve leadership behavior in early childhood.

Subjects in this study were two students in group B of early childhood education Tunas Harapan Srengat District of Blitar. This research subject initials SK and ST, the two subjects were selected based on the observation that the two subjects showed leadership behaviors lowest among his friends.

There are two types of instruments used in this study, the scenario implementation of interventions in the form of daily activity plan with the application of scaffolding and data collection instruments such as observation sheets leadership behaviors early childhood. The instrument used to obtain the data has been through expert judgments of experts and practitioners of early childhood education. Based on the results obtained interrater agreement expert test index equal to 1 which tells us that the two instruments are valid and fit for use.

Inter observer agreement (IOA) was used to measure the validity of the data results of observation. In the IOA there are three main points to note are (1) the observer should use the measuring system in the same, (2) observers should measure on the subject and kkejadian the same, and (3) observers should be independent (Cooper, Heron, & Heward, 2007). In this study used unscored IOA interval. The validity of data in a single study subject will be visible when the first observer (researcher) and second observer there is suitability. Data to be reliable if at least two observers have a match.

Results of matches considered valid if the acidity between observer to one another observer has an index (r) ≥ 70% (Sujiono, 2003). presented below are a random sample of data observations about one subject that is ST.

Table 2. Sample Object Observations ST

| session | Leadership Behavior | Observer I | Observer II |
|---------|---------------------|------------|-------------|
| 3 | Initiative | 3 | 3 |
| | Awareness | 1 | 1 |
| 5 | Initiative | 20 | 21 |
| | Awareness | 8 | 7 |

The result of the measurement similarity of session 3

| | |
|------------------------------------|------------------------------------|
| 1. Initiative | 2. Awareness |
| $\frac{3}{3} \times 100\% = 100\%$ | $\frac{1}{1} \times 100\% = 100\%$ |

The result of the measurement similarity of session 5

| | |
|-------------------------------------|-----------------------------------|
| 1. Initiative | 3. Awareness |
| $\frac{20}{21} \times 100\% = 95\%$ | $\frac{7}{8} \times 100\% = 88\%$ |

Based on the results of the calculation of the degree of similarity in the session 3 was 100%, and in the session 5 for the behavior of initiatives have in common rate of 95% and sensitivity of 88% so that the behavior observation result declared invalid because of the degree of similarity of more than 70%.

Data analysis techniques used in this study is a visual data analysis of data obtained through observation. The data were analyzed with frequency to visualize the data in graph form in each phase. To examine the visual presentation of the data graph, note the level and trend (inclination direction) (Cooper, et. Al, 2007; Alberto & Troutman, 2009). Level analysis is used to determine how the amount of change of leadership behaviors that occur, whether stable or varied. Visual analysis of the trends are intended to see changes in the behavior of the phase to the next phase, whether the change is good or bad so that it can be decided the continuation of interventions.

FINDING AND DISCUSSION

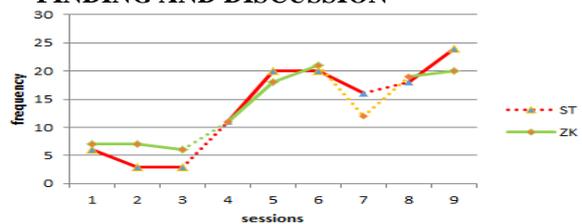


Figure 1: Initiative Behavior In Both Subject

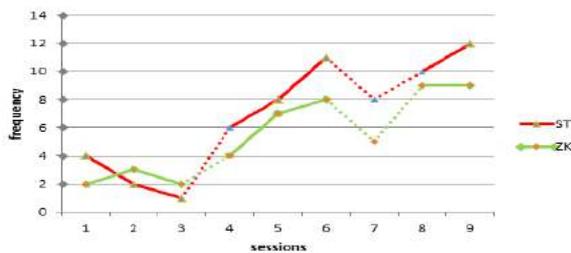


Figure 2; Awareness Behavior In Both Subject

Based on the figure 1, during the baseline phase behavior of both subjects to have the initiative tends to be low and tends to decrease at the end of the phase. Entering the first intervention phase two subjects had increased levels, based on existing data trend has increased sharply. During the first phase of the intervention subjects ZK continued to increase until the end of the initial phase, while the subject of ZK in the second and third sessions experiencing latency. This pattern shows the scaffolding giving a direct effect on the behavior of the two subjects have the initiative.

Furthermore, both the subjects returned to the baseline or baseline enters the second (A2), a decline in frequency although not as low on the first baseline. This pattern shows the effect of the change immediately when the intervention is withdrawn. The behavior of both subjects have decreased initiative.

The next session of the intervention given back to the second subject (B2). In this phase, two subjects experienced an increase in behavior, the subject ZK has increased significantly more than the subject ST. ST subjects reached peak levels at the end of the intervention phase, namely the frequency of occurrence of behavior as much as 24 times. The data menunjukkan carry through the provision of scaffolding learning has a positive meaning (+), it has the intention that the scaffolding is effective to improve the behavior of the initiative subject ST and ZK as part of leadership behavior.

Based on the figure 2, during the baseline phase behavior of both subjects have the sensitivity tends to be low and tends to decrease at the end of the phase. Entering the first intervention phase two subjects had increased levels, based on the data that there is a trend to increase. During the intervention phase of the first two subjects continued to increase from the initial phase to the end phase. This pattern shows the scaffolding giving a direct effect on the conduct has a second sensitivity of the subject.

Furthermore, both the subject returned to the baseline or baseline enters the second (A2),

a decline in frequency although not as low on the first baseline. This pattern shows the effect of the change immediately when the intervention is withdrawn. The behavior of both subjects have decreased sensitivity.

The next session of the intervention given back to the second subject (B2). In this phase, two subjects experienced an increase in behavior, the subject of ST increased significantly more than the subject of ZK. ST subjects reached peak levels at the end of the intervention phase, namely the frequency of occurrence of behavior as much as 12 times. The data shows that the provision of scaffolding learning has a positive meaning (+), it has the intention that the scaffolding is effective to improve the awareness of the subject's behavior has ST and ZK as part of leadership behavior.

This study was conducted to two children aged 5-6 years as a research subject. These subject are identified as a child who have a lower leadership behavior at the time to follow the activities in the school. This condition is shown during the learning process of children lack the initiative in activities and lack of empathy. At the age of 5-6 years old children are at the stage of psychosocial initiative versus guilt (erickson in Dworetzky, 1990) at this stage the child began to show initiative in following the activities and it has not been shown by the subject. At the time of the activities in the school follows the second subject can not express their ideas in play as well as directing his friend when playing.

Sensitivity is one form of social adjustment in children so that he received in his group (Beaty in Susanto, 2011; Hurlock, 1997). Subject ST also do not exhibit a sensitivity when it is shown on ST activities less involved with his friend, if there are friends who have difficulties ST only saw her condition, this makes ST less favored by his friends.

This study uses the provision of scaffolding as a form of intervention. Scaffolding is given as a form of intervention in view of the learning method that matched the levels of early life, by guiding the child slowly and with the child's own effort (Pestalozzi in Susanto, 2011). Interventions performed a total of two sessions for the first session of the intervention carried out during the third session and the second intervention as much as 2 sessions.

In the first intervention first session scaffolding will involve providing activities in groups thus allowing to happen social interaction in children, the first session of the researchers divided the children into three

groups, each group consisting of 5 children this is in accordance with what is stated by Wood, Wood, and Middleton (in Schmitt, 2009) one of the steps in providing scaffolding is providing the materials. Other scaffolding given to a child is to provide information about the duties and roles of children in completing activities together, in this section researchers raise children's knowledge about how to work together, the rules when doing activities together. Researchers asked children to make an agreement about the rules and ordinances of play, all rules are made based on what was raised children, researchers only reaffirm and clarify the regulations made by the children.

During the activities of researchers involved in play activities and give examples of leadership behavior in children such as offering assistance to children and to show empathy in children such as offering assistance to children and to show empathy in children who have difficulties and trying to stimulate empathy from the subject of ZK and ST. At the end of the session reviewing research about what is being done by children asking the children tell about the feelings and the action it has taken. Researchers also strengthen the leadership behaviors that have emerged during the child's activities give rewards to children who have been led to leadership behavior. In the intervention phase of the first session on the second subject of leadership behavior has started to rise, but researchers noticed that in a group of 5 children less effective because leadership is still dominated by the behavior of children that previously had had a high leadership behavior.

In the second session and subsequent researchers minimize the number of groups to 3 children per group. With the change in the group scaffolding becomes more effective as evidenced by the increasing leadership behavior on both the subject indicated by the change in the level in the early phase of the baseline of the first leadership behavior subject is at a low level until the intervention both leadership behavior are at a higher level, an increase level followed by a change in trend is increasing.

Leadership behavior in early childhood is closely associated with social behavior of children (Beatty in Susanto, 2011). Children can bring leadership behavior when the child in social situations, the activities provided for children allows children to interact with other children. Children who do not bring leadership behavior is a child who has not had the opportunity as well as stimulation to bring his leadership behavior. Scaffolding is one way that

teachers do to encourage children to be able to bring leadership behavior at school activities.

In the intervention phase subject ZK began to invite friends to play, for example, called his friend to move to sit in a group, bold storytelling within the group, though still in small groups, dared to ask the teacher if experiencing difficulties, it is in line with research conducted by Sidek (2011) showed that administration of scaffolding can improve language skills in early childhood. Subject ZK in the intervention phase was also able to give an idea on when playing, as well as the start of the activity without being asked in line with research conducted by Shih, et al. (2010) which shows that through the provision of scaffolding can increase self-reliance and self-confidence in children.

In both types of leadership behaviors that have the initiative and awareness subject ST increase is more significant. In the intervention phase ST more courage to ask the teacher as well as answering questions given by teachers with a clear voice, in contrast with that of the previous phase when given questions ST more silent and looked down, when all the activities that can not be done by subject ST he saw his neighbor without wanting to ask questions or ask for help first. This causes the subject ST less attention from his Shin, et al. (2004) stated that the leaders in early childhood is a child who is able to build relationships (relationship) with the teacher. In the intervention phase subject teachers provide scaffolding to ST by delivering a completed activity in groups so that the subject ST had a chance to ask questions and give direction to her than that ST also has the opportunity to further interact with the teacher (researcher).

CONCLUSION

Based on the results of visual analysis can be concluded that the change from baseline of the first phase to the second phase of the intervention that changes the level of the increase and this was followed by a trend that is moving up. Changes in the level and direction of the trend is moving up showed that the scaffolding is effective to improve early childhood leadership behavior.

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QUALITY CONTROL AND ANSSURANCE FOR 5 PILLAR ROAD SAFETY STUDIES IN STATE POLYTECHNIC OF ROAD SAFETY TEGAL

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ABSTRACT

This research work has empirically investigated Quality Control and Insurance (QCA) in 5 Pillars Road Safety Studies in State Polytechnics Road Safety (SPRS), Tegal, Indonesia. 5 Pillars Road Safety Studies was seen as a timely intervention in our educational sector and as such it was introduced in 2006 in our tertiary institution in order to reduce the level of fatal accidance caused by land transport in the country. A conceptual framework was developed by the authors to illustrate QCA in 5 Pillars Road Safety Studies. Three (3) research questions were raised to guide the study and two (2) corresponding hypotheses were formulated. The case study research design was adopted in the study. A sample of one hundred (100) students offering 5 Pillars Road Safety Studies (year two) from the five schools in the college were used for the study. The multi-stage sampling technique was adopted in drawing up the sample. Questionnaire was used in eliciting information from the respondents and it was titled "Quality Control and Insurance in 5 Pillars Road Safety Studies' Questionnaire (QCIPRSSQ)". It was designed in a 4-point rating and it was in two (2) sections. Section A was on the demographic variables while Section B contained ten (10) opinion statements. The instrument was validated by experts and the test re-test method of reliability was used in obtaining a coefficient of 0.82. The data collated was analyzed using Mean, Standard Deviation, t-test and Analysis of Variance (ANOVA). One of the findings is that there is a significant difference between the perceptions of male and female students as regards factors affecting QCA in 5 Pillars Road Safety Studies in State Polytechnics Road Safety, Tegal, Indonesia. A major recommendation advanced was that there should be proper and regular accreditation exercise void of „sharp practices“.

Keywords: 5 pillars road safety studies, quality control and insurance, sprs , tegal, pekalongan, cirebon city

The recent call for the inclusion of transport safety education/studies in tertiary Educational institutions in Pekalongan tegal cirebon is an indication of its importance to employment creation, as Pekalongan tegal cirebon continues to churn out graduates that are hardly self reliant but solely dependent on white collar jobs for sustenance¹⁾ The 2010 Global Monitoring Report (GMR) of the United Nations Education, Scientific and Cultural Organization (UNESCO), revealed that about 92 per cent of Pekalongan tegal cirebon n population survive on less than 2 dollar daily, while about 71 per cent survive on less than 1 dollar daily – a condition many have described as inexcusable, judging from the abundant natural deposits and high human population estimated at about 167 million people (2011). Imeokparia and Ediagbonya (2010) stated that the high level of poverty vis a vis the resources available in Pekalongan tegal cirebon is highly unacceptable, thus the urgent need for government and individuals to create more job opportunities for the teaming youths.

The essence of transport safety studies is to build in the students transport safety spirit and culture²⁾. Transport safety studies have emphasis on “education for self-employment” rather than “education for paid employment”.

This kind of education has become so important in Pekalongan tegal cirebon owing to the high level of fatal accidance caused by land transport coupled with its accompanying social vices and unrest. It is believed that this kind of education is capable of meaningfully engaging the individuals and making them more productive and useful to themselves and the country at large.

The international road assesment Programme (iRAP) gave adequate recognition to the link between education and transport safety. In the FEAP blueprint issued in January 1997, emphasis was given to transport safety training and it made its recommendation on page 16, item 32 as: Transport safety development will also be included in the curricula of primary, secondary, technical schools and universities to ensure that the transport safety culture is inculcated in graduates who will ultimately be job creators and not job seekers. Transport Safety Minister of Education in August 1988 and Transport Safety Association of Polytechnic in Asia in 1991 opined that students in tertiary institutions should be taught transport safety education in their final sessions³⁾.

The Federal Government in 2006 set up transport safety studies and made it compulsory for students of higher education institutions irrespective of area of specialization and in most universities, polytechnics, and colleges, transport

safety studies have been adopted as a compulsory general studies course for students. The overall objective is to continuously foster transport safety culture amongst students and faculty with a view to educating them as well as supporting graduates of the system towards establishing and also maintaining sustainable business ventures. The Minister of education stressed that the NUC was given presidential directives by the Ministry of Education to supervise and coordinate the programme of introducing transport safety education/studies in Pekalongan tegal Cirebon n institutions of higher learning in collaboration with all regulatory bodies of higher institutions - the National Board for Technical Education (NBTE), National Commission for Colleges of Education (NCCE) to be handled by the committee set up by the Federal Government⁷⁾

The goals of this programme are no doubt a laudable one but for it to be achieved; there is need for all the relevant authorities to ensure that acceptable standard is maintained⁴⁾ The concept of Quality Control and Insurance is relatively new in this field owing to the fact that the programme is still very new in our Colleges of Education. Quality Control and Insurance (QCA) is defined as the systematic review of the educational programme to ensure that acceptable standards of education, scholarship and infrastructure are being maintained⁵⁾ It was identified three approaches to Quality Control and Insurance and they are: accreditation, assessment and audit⁶⁾. The author stressed further that accreditation involves the evaluation of whether an institution or programme meets a threshold standard and qualifies for a certain status. Assessment involves the evaluation that makes graded judgments about quality, in this respect it goes beyond accreditation that makes a binary judgment while a quality audit checks the extent to which the institution is achieving its own explicit or implicit objectives.

The above model explicitly shows the relationship among various variables associated with Quality Control and Insurance in 5 Pillars Road Safety Studies in Colleges of Education. In the model above, three (3) facets are of importance to us. That is, the factors affecting Quality Control and Insurance (QCA), three (3) outcomes illustrated by individual growth, institutional and national growth. Some factors have been identified as influencing the quality of 5 Pillars Road Safety Studies and it is believed that once these factors/standards are properly maintained, there will be an overall growth both in the institutions (that is, Universities, Polytechnics and Colleges of Education) and individuals (students and teachers/lecturers/instructors) and of course there will equally be national growth because of the high national standard that will be in place. The institutional growth can take the form of greater recognition of the institution both within and outside the shores of the country. As for the case of individual growth, it can take the form of churning out graduates capable of exercising high level of productivity and able to compete favourably with their counterparts of similar status or academic level both within and outside the country. With sound Quality Control and Insurance in place, instructors, teachers and lecturers are able to upgrade and become more effective and efficient in the discharge of their duties. The overall outcome of QCA is National growth there by leading to national recognition and greater reputation of the country as regards the educational sector.

The 5 Pillars Road Safety Studies as an intervention programme which was introduced in tertiary institutions in Pekalongan tegal Cirebon as compulsory course (that is, Colleges of Education, Polytechnics and Universities) in 2006 was met to meet the Socio-Economic needs of the country. With the introduction of this programme in Colleges of Education, the National Commission for Colleges of Education (NCCE) was given the mandate to ensure quality and standard of the programme. For the programme to achieve its goals and objectives, all stakeholders must be abreast with the factors that are capable of affecting the quality of the delivery of the programme and its implementation. Since the implementation of the programme is relatively new in most of the Colleges of Education, complying with Quality Control and Insurance as regards the programme may be a major challenge. Are there adequate facilities, Transport safety centres and quality teachers/lecturers on ground to guarantee Quality Control and Insurance in these colleges? Are the stakeholders aware of the factors that are capable of affecting Quality Control and Insurance in 5 Pillars Road Safety Studies and are they conscious of maintaining the standard and quality of delivery as

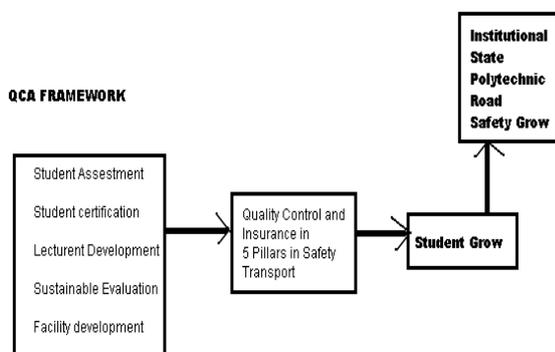


Figure 1 : Framework QCA State Polytechnic Road Safety Tegal

stipulated in the Benchmarks? It is on the basis of the above, that the researchers intend to empirically investigate QCA in 5 Pillars Road Safety studies in Colleges of Education in INA State.

The main purpose of this study is to ascertain the place of QCA in 5 Pillars Road Safety studies in Colleges of Education while the specific purposes include:

1. To find out the factors affecting Quality Control and Insurance (QCA) in 5 Pillars Road Safety studies in Colleges of Education;
2. To find out if there is a significant difference between the perceptions of male and female students as regards factors affecting QCA in 5 Pillars Road Safety studies
3. To find out if there is a significant difference among the perceptions of students in School of Vocational Education, School of Languages, School of Sciences and School of Arts and Social Sciences.

The following questions were raised by the researchers to guide the study:

1. What are the factors affecting Quality Control and Insurance (QCA) in 5 Pillars Road Safety studies in Colleges of Education?
2. Is there a significant difference between the perceptions of male and female students as regards factors affecting QCA in 5 Pillars Road Safety studies?
3. Is there a significant difference among the perceptions of students in School of Vocational Education, School of Languages, School of Sciences and School of Arts and Social Sciences?

The following hypotheses were formulated to guide the study:

- Ho1: There is no significant difference between the perceptions of male and female students as regards factors affecting Quality Control and Insurance in 5 Pillars Road Safety studies.
- Ho2: There is no significant difference among the perceptions of students in School of Vocational Education, School of Languages, School of Sciences and School of Arts and Social Sciences.

The findings of this research work are of great importance to all stakeholders in the field of 5 Pillars Road Safety studies. The findings will help the Government in obtaining firsthand information as regards QCA in 5 Pillars Road Safety studies in Colleges of Education. This will go a long way in assisting the Government

in the formulation of necessary policies to improve and maintain the standard of the programme. Teachers/lecturers especially 5 Pillars Road Safety Educators will also find this study useful as it will furnish them with up to date information as regards QCA in 5 Pillars Road Safety Studies. Students, Entrepreneurs and members of the general public will equally find this study useful in bringing about enlightenment.

Scope of the Study

The geographical scope of the study covers the State Polytechnics Road Safety, Tegal, Indonesia in Edo State while the content scope covers the following variables: Quality Control and Insurance, 5 Pillars Road Safety Educators/Lecturers, Students and Sex.

METHODS

This section deals with the modalities, ways and media explored by the researchers in the course of the investigation and they are discussed below:

Design of the Study: The survey research design was adopted for this study. This design was adopted because the researchers were interested in the accurate assessment of the characteristics of the whole population through the selection of sample considered to be representative of the population

Population: The population for this study is 1200 year two students currently offering 5 Pillars Road Safety Studies as compulsory course in State Polytechnics Road Safety, Tegal, Indonesia.

Sample and Sampling Technique: The sample size for this study is 100. The multi-stage sampling technique was used in drawing up the sample from the five schools in State Polytechnics Road Safety, Tegal, Indonesia. That is, School of Language, School of Art and Social Sciences, School of Sciences, School of Education and School of Vocational Education. In adopting the multi-stage sampling, the simple random sampling was first adopted in selecting two schools (school of vocational education and school of sciences) from the college thereby giving each schools equal opportunity of being selected for the study. The systematic sampling was there after used in obtaining a sample size of (50) from the two schools each.

Research Instrument: The questionnaire was designed in eliciting data from the respondents. It was titled "Quality Control and Insurance in 5 Pillars Road Safety Studies' Questionnaire (QCIPRSSQ)". It was divided into two sections (A and B). Section A comprises of demographic variables while section B comprises of opinion statements structured in 4-point rating. That is, Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD)

The instrument was given to two (2) experts in 5 Pillars Road Safety Studies and one expert in

measurement and evaluation and they made necessary inputs to the instrument.

The test – retest method of reliability was adopted. The instrument was initially administered to 20 students of 5 Pillars Road Safety Studies which was not actually part of the sample. It was later re-administered to them after an interval of two (2) weeks. Their responses were correlated using Pearson (r) and the reliability coefficient obtained was 0.82.

Data Analyses: The Statistical Packages for Social Sciences (SPSS) version 16.0 was used in analyzing the data. The descriptive statistics used include mean and standard deviation. The mean value of 2.50 was used in taking decision. A mean value of 2.50 and above was considered as Agree while a mean value of less than 2.50 was considered as Disagree. The inferential statistics used was the student t - test of independent samples and the Analysis of Variance (ANOVA).

RESULTS AND DISCUSSION

Results

This section is designed to present the data collated for ease of analysis and interpretation.

Research Question 1: What are the factors affecting Quality Control and Insurance (QCA) in 5 Pillars Road Safety studies in Colleges of Education?

The table 1 shows that the highest mean score was recorded in item six (6) while the least mean score was recorded in item eleven (11). The mean score for all the items are above 2.50 and as such, all the factors are accepted. The aggregate mean score is 3.39 which mean that all the factors affect Quality Control and Insurance.

Hypotheses Testing

Ho1: There is no significant difference between the perceptions of male and female students as regards factors affecting Quality Control and Insurance in 5 Pillar Road Safety studies.

Table 2: Examination of the perceptions of male and female students as regards factors affecting QCA in 5 Pillar Road Safety studies

| Variable | N | Mean | STD | Df | Sg (2 Tailed) | Decision |
|----------|----|--------|-----|----|---------------|----------------------|
| 1 | 15 | 147,34 | 5,8 | 19 | 0 | Significant accepted |
| 2 | 15 | 192,7 | 7,4 | | | |

Table 1: Mean and Standard Deviation of Factors Affecting QCA in 5 Pillar Road Safety Studies

| S/ N | Factors Affecting Quality Control and Insurance | Mean | S.D | Decision |
|------|---|------|------|----------|
| 6 | The absence of regular and proper Accreditation exercise affects Quality Control and Insurance. | 3,66 | 0,47 | Accepted |
| 7 | The absence of regular and proper Assessment exercise affects Quality Control and Insurance. | 3,32 | 0,47 | Accepted |
| 8 | The absence of regular and proper Auditing exercise affects Quality Control and Insurance. | 3,34 | 0,48 | Accepted |
| 9 | The absence of regular and proper Supervision of institutions affects Quality Control and Insurance. | 3,28 | 0,50 | Accepted |
| 10 | The absence of regular and proper Supervision of academic programmes affects Quality Control and Insurance. | 3,33 | 0,54 | Accepted |
| 11 | The absence of regular and proper monitoring activities affects Quality Control and Insurance. | 3,36 | 0,63 | Accepted |
| 12 | The absence of required teaching qualifications affects Quality Control and Insurance | 3,29 | 0,68 | Accepted |
| 13 | The absence of required teaching experiences affects Quality Control and Insurance | 3,33 | 0,76 | Accepted |
| 14 | The absence of required professional qualifications affects Quality Control and Insurance. | 3,28 | 0,89 | Accepted |
| 15 | The absence of teaching aids and infrastructure affects Quality Control and Insurance | 3,31 | 0,86 | Accepted |
| | Aggregate | 3,86 | 0,56 | |

The table 2 reveals that the calculated probability is 0.000. Since the calculated probability is less than 0.01, the null hypotheses (H₀) is therefore rejected which means that there is a significant difference between the perceptions of male and female students as regards factors affecting QCA in 5 Pillar Road Safety studies.

Ho2: There is no significant difference among the perceptions of students in School of Vocational Education, School of Languages, School of Sciences and School of Arts and Social Sciences

Table 3: Examination of the Perceptions of students from various schools

| | Sum of Squares | Df | Mean Square | F | Sig (P) | Decision |
|----------------|----------------|----|-------------|-----|---------|----------------------|
| Between Groups | 505,1 | 3 | 168,3 | 8,7 | 0 | Significant accepted |
| Within Groups | 689,7 | 35 | 19,7 | | | |
| Total | 1194,8 | 38 | | | | |

The above table reveals that the calculated probability is 0.000. Since the Calculated probability is less than 0.01 levels of significant, the null hypothesis (Ho2) is therefore rejected which means that there is significant difference among the perceptions of students in School of Vocational Education, School of Languages, School of Sciences and School of Arts and Social Sciences

Discussion

The analysis of research question one reveals that there are fifteen (15) factors that are capable of affecting Quality Control and Insurance in the field of 5 Pillars Road Safety Studies. This finding to a large extent is in support of Amoor (2010) where the author stressed that the following factors affect quality in Business education which is having positive correlation with 5 Pillars Road Safety Studies: shortage of teachers, teachers’ qualification and experience and lack of supervision of teachers.

The analysis of the hypothesis one reveals that there is a significant difference in the perceptions of males and females as regards

factors affecting Quality Control and Insurance in 5 Pillars Road Safety Studies. The variation in their perceptions is emphasizing the importance of gender (sex) in educational research and in 5 Pillars Road Safety Studies in particular. The analysis of the hypothesis two reveals that there is a significant difference among the perceptions of students in School of Vocational Education, School of Languages, School of Sciences and School of Arts and Social Science as regards factors affecting Quality Control and Insurance in 5 Pillars Road Safety Studies.

CONCLUSION

This research work has been able to critically examine the place of Quality Control and Insurance in 5 Pillars Road Safety Studies which is relatively new in our educational landscape. Based on the analyses of the research question and hypotheses, it can be concluded that there are so many factors affecting QCA in 5 Pillars Road Safety Studies.

Since these factors are known now, it is therefore imperative for all stakeholders not to relent in their efforts.

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 [2] (Akpomi, 2009; Dickson, Solomon, and Weaver, 2008; Vincent and Farlow, 2008; Urbano, Aponte and Toledano, 2008; Poikkijoki and Heinonen, 2006; Solomon, 2007)
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 [4] (Agu, 2006).
 [5](<http://unesdoc.unesco.org/images/0014/001433/143349e.pdf>).
 [6] Kis (2005)
 [7](<http://www.thePekalongan tegal cirebon nvoice.com/nvnews/45849/1/why-we-set-up transport safety-studies-in-varsities.html>).

EFFECT OF TECHNOLOGICAL DEVELOPMENTS ON ECONOMIC ACHIEVEMENT IN JUNIOR HIGH SCHOOL CRISTAL DILI

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ABSTRACT

In the world of education, development of technology is necessary to support and to accelerate the desire of an individual in order to carry out their daily activities effective and efficiently, both as a medium of instruction and as media teaching to help students to access information or particular theory as desired. Technology is instrument to help a particular individual is the internet, because the internet both teacher and student can search for the desired material to be used as a reference for teaching. While the students use to search for material in order to improve their learning achievement and to acquire a good knowledge and obtain high scores. The learning achievement is the results achieved by students after participating in learning activities. A person is considered outstanding, if he has won something a result of what it earned, either as a result of learning, work, or practice skills in a particular field. In this study the authors give a questioner to students that include about technological developments in this case the Internet and student achievement. Based on the results of the analysis show that there is a significant relationship between the use of technology on student achievement in In junior Cristal Academic Year 2015, in which the correlation coefficient (R) is equal to 0.698 were classified as strong and the value of $t = 6.954 > t_{table} = 1.6751$ with a significant level 0000, then the alternative hypothesis (H_a) is accepted and reject the null hypothesis (H_0). For simple linear regression equation $Y = 10.680 + 0.708X$. Meanwhile, result of the coefficient of determination (R^2) equal or 0.487 or 48.3%, which meant that 48.3% of student achievement is influenced by the use of technology in junior Cristal Dili.

Keywords: Development, Technology, Internet, Learning Achievement

Education is the most fundamental requirement for a state, because the success of the development of a nation is determined by the presence of qualified human resources, which is produced through a quality education. School is a place of education, including the organization of learning activities carried out in the classroom. Everyone has and Master of Science and can teach it to others. Teaching conducted in accordance with his ability to use the appropriate procedure. According to Robinson (in Kadir, et al., 2012: 247) argues that the quality of education is the output or result of the institution.

By the advancement of science and technology is more advanced has affected various sectors of life, including the education sector. In East Timor, education has undergone many changes in the last 12 years. One of the changes is the use of technology as a medium that is increasingly prevalent in the world of education such as the use of the internet, mobile phones and games. This component is the most important medium for all people, especially the students, even the education sector that previously were done in traditional sort gradually replaced with multimedia tools.

Internet (abbreviation of interconnected-networking) is a series of computers connected in a series. Meanwhile, the network itself is defined as a system of

communication of data between computers. How to connect the circuit with norm is called internetworking. Internet has a global reach so that can connect thousands or even millions of computers with this diverse payloads ranging from education, government, business, culture, economics, politics, and technology. The Internet is today's technology that has a very important role in the globalization era. Internet world is like a library that we can access easily all the needs that we need. Internet has a global data network; one can access the internet freely in accordance with his will. Internet network allows individuals to interact and communicate with others from around the world at a cost that is affordable enough. Thus, teachers and students can use that DAPT access the material so that it can improve student achievement.

According Tita (2012) that among all these, email/electronic mail and the World Wide Web is more often used and many other services are built upon them, such as mailing lists (Mailing List) and Weblog. The Internet allows the current service (Real-time service), such as web radio, and webcasts that can be accessed around the world. In addition, through the Internet it is possible to communicate directly between two or more users through instant messenger programs like Camfrog, Pidgin (Gaim), Trilian, Kopete, Yahoo! Messenger, MSN Messenger and Windows Live Messenger.

The learning achievement can be interpreted as a change in behaviour in students that occur after

holding the learning process or after the student's learning. Formal educational institutions is not an absolute guarantee to print human achievement, this depends on factors that affect the learning process. The function of providing education is not entirely possible and indeed also not left entirely to the institution because the learning experience, it basically can be obtained throughout the human life anytime and anywhere, including in the society and their own families.

People say that the Internet is a new world that includes covers ranging from the world economy, politics, education, and others. Particularly in the world of internet education gives an access to data that can facilitate the learning process. Use of the Internet encourages collaborative learning among students or classes from school to other schools by pushing the boundaries of space and time, (Graus, 1999; Choi and Nesi, 1999; Stepp-Greany, 2002; Noni, 2004).

Based on the description above, at this moment I wish describes the influence of the Internet technology against student achievement, this is based on the number of internet use among students. Internet technology is very useful for junior high school students in Cristal because by the Internet technology is that students can help students to access the material. In East Timor, held use of free internet (wifi) in some institution and some public place can be reached by many people, but its capacity is very limits so that the process is slow. Agencies conducting free Internet usage only on institution Are Some, like words office, and public places such as parks recreation are in Dili that Largo de Lecidere and garden 5 de Maio which will give an opportunity to the students to access the material.

However, these places are very crowded students whom have difficult to find a place to access the internet. To that end, the Institute of Education Foundation Cristal cooperate with government institutions engaged in technology to install a free internet networks on campus and the school to be accessible for teachers and students. Based on the results of observations show that the free time or break time students bring their laptops and mobile phones to access the material and the assignment of teachers.

RESEARCH METHODOLOGY

This research has been carried out on a second grade student, junior high schools, which are located Jalan Balide Dili, Timor Leste. This research has been conducted for two

(2) weeks. The population in this study were all the students of the second grade subject Natural Science as sample in this study were 53. In this study consisted of variables (technology development) with dependent variable (Y) in this study is student achievement. Data collection techniques in this study is a technique Questionnaires, which is a method to gather the data, where the data source (the respondent), will provide data by providing a list of questionnaires to be filled by respondents, so the results of this is the data that will processed and analysed. In this research, data analysis techniques used by researchers is the Pearson Product Moment Correlation to determine the correlation coefficient between the variable X to Y by the following formula:

$$r = \frac{n \sum XY - \sum X \sum Y}{\sqrt{(n \sum X^2 - (\sum X)^2)(n \sum Y^2 - (\sum Y)^2)}}$$

Significant Test of functioning if researchers want to find the meaning of technological developments variable relationship to variable student achievement, the result of Pearson Product Moment Correlation was tested with the following formula:

$$t_{hitung} = \frac{r\sqrt{n-2}}{\sqrt{n-r^2}}$$

According Riduwan (2010; 136-137) states that the distribution (ttabel) for = 0.05 and degrees of freedom (df = n -2) decision rule: if count> t table means significantly reverse t count <t table means insignificant. To analyse the data obtained in this study made calculations helper table statistics. Technological developments on student achievement regression equation is simple, namely: Y=a+bX. Furthermore, to declare the size of the variable contribution of technology to the development of variable student achievement can be determined by the formula determinant coefficient is KP = r² x 100%.

RESULTS AND DISCUSSION

In the study the correlation coefficient (R) is used to determine the relationship between the independent variables (technology development) and dependent variable (student achievement). Result of research shown that the correlation coefficient can be seen in the following table:

| Correlations | | learning achievement | Technological development |
|---------------------|------------------------|----------------------|---------------------------|
| | learning achievement | 1.000 | .698 |
| Pearson Correlation | Technology development | .698 | 1.000 |
| | learning achievement | .000 | .000 |
| Sig. (1-tailed) | technology development | .000 | |
| | learning achievement | .53 | .53 |
| N | technology development | 53 | 53 |

The table above shows that the relationship between technological development with student achievement at 0.698 by the strong category. To find the significant effects of the to technological development on learning achievement of the junior high student in Cristal academic year 2015. Result of the t-test by comparing with probability t count level of significance (0.05). Can clearly be seen in the table below:

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|--------------------------|-----------------------------|------------|---------------------------|-------|------|
| | B | Std. Error | Beta | | |
| (Constant) | 10.680 | 2.932 | | 3.643 | .001 |
| 1 technology development | .708 | .102 | .698 | 6.954 | .000 |

a. Dependent Variable: learning achievement

Based on the above analysis, shows that the simple linear regression line then for the simple linear regression line on the chart Coefficients can be said that: $Y = 10.680 + 0.708X$. Interpretation of the coefficient of the regression line shows that if student achievement constant variable that is equal to 10,680. If the technology development improved of the unit, then the student achievement can have a positive impact are 0.708.

Based on the obtained value of calculation SPSS. 20 t count 6954 > of t table are 1.6751 on the degree of freedom $df = n-k-1 = 51$ on the assurance level of 95% or 5% error rate. The calculations show null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. Ha receipt means that technological developments have a significant effect on student achievement of junior high school student in Cristal at 2015 school year. For the analysis of the contribution of the influence of technology on student achievement can be seen in the following table:

| Model | R | R Square | Adjusted Square | Std. Error of the Estimate | Change Statistics | | | | |
|-------|-------|----------|-----------------|----------------------------|-------------------|----------|-----|-----|-------------|
| | | | | | R Square Change | F Change | df1 | df2 | Sig. Change |
| 1 | .698a | .487 | .477 | 3.385 | .487 | 48.351 | 1 | 51 | .000 |

a. Predictors: (Constant), technology development
b. Dependent Variable: learning achievement

From the table above, the value of the coefficient of determination (R2) are 0.487 or 48.7% meant that 48.7% of technological development determines the rise and fall on student achievement Economic Accounting.

Discussion

Based on the results of the study on second grade of junior high school student were giving questioners to the 53 respondents. Results of research and analysis of each item by using the Windows program SPSS version 22.0 indicates that the value of the coefficient correlation of 0698 with strong category. For the t test (t-test) showed that technology

development has a significant influence on student achievement in grades t count 6954> of t table of 1.6751 at the level of error (5%). T test results can be seen t count greater than t table or t count (6954) > t table (1.6751), then the alternative hypothesis (Ha) is accepted and rejected null hypothesis (H0), meaning that there is a significant influence on the development of technology in this case the Internet on student achievement in the junior class II Cristal 2015. Thus, it can be explained that learning achievement is the results that have been achieved by students after participating in learning activities of teachers and other business students can do to improve on the things he had learned so indicated with test scores or number of test or evaluation by teachers. The results showed that in order to improve student achievement need their advice such as the availability of free internet support for students to be able to access the necessary materials, so that the material that was difficult and that is not taught teachers can be accessed by students via the internet. It is seen from the calculations that give contributions of \$ 0.487 or 48.7%.

Thus, the Internet is important in education, especially to improve student achievement. Apart from being a medium of education, the Internet is also useful as a medium for sharing among students that could ultimately make students know the quality of herself to others. A student who is not able to do a good time sharing can lead to negligence in carrying out the duties of a student is learning. Not all the information available on the Internet provides information that is positive, but also there is information that is negative. According to John Cradler in his book Learning & Leading with Technology (1999) that students who use the Internet have the ability to apply the skills well in real situations, organize and recognize ability interest in a certain field. Therefore, the Internet as an information source can produce a very good job, and learning via the Internet can increase the level of knowledge of such students, a presentation of their duties with excellent presentation and describe things clearly can infer from a variety of sources and views, and can complete a task very good.

Conclusion

Based on the analysis results and the above discussion, the writer can draw the general conclusion that there is a significant effect of technological development on student achievement in the junior class II Cristal academic year 2015. In particular, there is a significant influence because the value t count 6954> t table at 1.6751 to the significant value of 0.000, then Ha, H0 accepted and rejected. For simple linear regression equation $Y = 10.680 + 0.708X$. For the correlation

coefficient is equal to 0.698 and the coefficient of determination (R²) of 0.487 or 48.7 which meant that 48.7% Cristal junior high student achievement is affected by technological developments. Thus, it is expected that the school in order to supervise and control the existing facilities, especially the Internet so that students can access the interest easily in order to increase knowledge (knowledge) both correlation with a lesson or to add to their knowledge. In addition, to maintain and improve the credibility of education institutions, especially junior Cristal need for good surveillance system technology so that the students / i only access the material and is affected by things that are negative on the use of the internet.

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PROPHETIC LEADERSHIP OF SCHOOL PRINCIPAL (Case Study in SD Yayasan Islam Malik Ibrahim Fullday School Gresik, SDK Santa Maria II Malang, SD Metta School Surabaya)

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ABSTRACT

The school principals are an important agent within school daily life. As person in charge in an educational process, they should take care about their students improvement. The students must reach their optimum potentiality on personal ability, religious attitudes, values practised, self control and self esteem, personality, cleverness, social sensitivity, and life skill in order that they can make contribution to the society. Concerning the matter, education based on prophetic values gives a holistic atmosphere to fulfill the idea of educating young generation. This research employs qualitative method with case study perspective. The research describe focuses:(1) the prophetic values in school daily life, (2) the strategies of the school principal in order to accommodate prophetic values, (3) prophetic values that the school principal works for it in stakeholders lifes, and (4) prophetic values that the school principal shows. Informants are the principals of SD YIMI Fullday School Gresik, SDK Santa Maria II Malang, SD Metta School Surabaya. Individual data of SD YIMI Fullday School Gresik describe prophetic leadership as a dynamic activity through learning process in school daily life that harmonize between intellectual tradition and spiritual consciousness. Individual data of SDK Santa Maria II Malang describe prophetic leadership as a process of empowerment based on human good nature. Individual data of SD Metta School Surabaya describe prophetic leadership as a dynamic process that encourages human being precious life to reach its fullness. Based on multy-case data, the research come to four conclusions:(1) school principals employs personal and functional approach for conservating prophetic values in school daily life, (2) schools principals make a meaningful activities for accomodating prophetic values within schooldays, (3) school principals empower values, and (4) stake holders say that school principals influence their daily life. As the conclusion, prophetic leadership is a capacity to enactment the prophetic values.

Key words: leadership model, school principal, prophetic leadership

The school principal, as an agent of change, should retain the basic values of institutions. The basic values are the crystallization of sublime experience that contains an inspirational and normative values by which one will always keen-motivated to make it happen. The basic values that can be sourced from philosophical beliefs, socio-cultural, political, economic, or religious.

Based on the basic values that bring the citizen school principals to change. If a change in the surrounding incompatible with the basic values, the principal is obliged to affirm the basic values that must be followed by the school community and stakeholder education. Tobroni (in Arifin, 2014:7) confirmed that the leadership based on values is a realization of the 21st century is called the century of the values or the values age. The ugliness of the times that appear in the present is seen as a result of the crisis of values (Arifin, 2014:8).

The context of the discussion of "leadership that based on values" introduced a new genre of leadership, namely the prophetic leadership (Hadi, 2012:xv). This model states that exemplary behavior in the form of prophetic wisdom, messages and life have contextual dimension that continually missed

his presence when the human condition that is not able to demonstrate clearly the basic values that deserve to be followed.

Religious-based educational institutions inculcate religious values to all citizens. They have an awareness in carrying out religious values. Religious-based educational institutions put religious values into practice in daily lives in order to contribute positively to the environment. There was a process of transformation of religious values into the values of life that is manifested in the lives of students. On the basis of this understanding, the system of educational institutions based on religion is a planned effort to make the students familiar, caring, and internalize religious values and practice them in daily life in the community.

Religious-based educational institutions is already offering an environment that conditioned the birth of mainstream values based on religious principles derived from the prophets. In line with this concept, religious-based educational institutions believe that someone would have to walk and live by understanding and believing the main principles to live as a noble creature. Within this context, the researcher saw that literature that answers the question "How does the principal show the prophetic leadership?" is still limited. On the basis of this reality, researcher considers that theme

of prophetic leadership deserves to be further investigated.

There are several studies that have relevance to this study. In 2003, M. Thurmudi (in Sahlan, 2009:10) had conducted research *Praktek Pendidikan Agama Islam di Sekolah*. In this study, Thurmudi finds that there are five dimensions in the practice of religious education, namely (1) the dimensions of knowledge / religious knowledge, (2) the dimensions of ritual / religious practices, (3) the dimensions of ideology / belief / religious belief, (4) the dimensions of experiential or dimensional experience / religious feeling, and (5) the consequential dimension / religious effect.

Then, Masdar Hilmy did a study *Islam Profetik (Substansi Nilai-nilai Agama dalam Ruang Publik)* in 2008; which its focus is religion in the universal perspective. The study found that it displays in terms of prophetic religion liberate humanity from all forms of shackles and oppression.

Furthermore, Asmaun Sahlan had done research *Mewujudkan Budaya Religius di Sekolah (Upaya Mengembangkan PAI dari Teori ke Aksi)* in 2009; which is the focus of research is the development of PAI in realizing the religious culture in schools. Sahlan's study found that the need for systematic efforts to develop Islamic Religious Education (PAI) so that the religious culture in schools can be realized. These efforts include (1) the addition of classes, (2) improving the quality of learning, (3) development of extracurricular, and (4) cultivation of religious values.

Thurmudi,s research (2003), Hilmy's research (2008), and Sahlan's research (2009) show only the implementation prophetic values of Islamic practice in school life. The research findings still exist in a similar normative level. On this fact, the researcher asked "what kind of leadership if there were an research on principals who have different religious backgrounds?" Coinciding with this question, in 2013, Pani Hadi wrote *Hamengku Buwono IX Inspiring Prophetic Leader*. The contents of various articles in anthologies that inspired the concept of prophetic leadership is defined as a model of leadership that embodies the values of the prophetic aimed at the welfare of mankind. This inspiration gave birth to further questions as "What is the prophetic leadership applied to the school principal?"

METHODS

This study employs a qualitative research approach. A qualitative approach is an attempt to understand the subject from the standpoint of

the subject itself (Arifin, 1996:50). Bogdan and Biklen (in Ulfatin, 2014:23) formulate qualitative approach as a research procedure that produces descriptive data of the person or the behavior observed. Ulfatin (2014:23) defines qualitative research as:

The research aims to understand the phenomenon of what is experienced by the subject of the study such behavior, perception, motivation, action and others, holistically, and by way of description in the form of words and language, in a specific context that is naturally and by utilizing various scientific methods.

The main data sources are the principals of SD YIMI Fullday School Gresik, the principal of SDK Santa Maria II Malang, the principal of Metta School Surabaya. Each of them interpretes the prophetic leadership. This study is not intended to test the hypothesis, but to collect the data, to classify it, and to interpret it in order the researcher finds a new principle that can be described through an exposure of research results (Ulfatin, 2014:24). The next source are some informants who were selected on the recommendation of their principal. According to Lincoln and Guba (in Moleong, 2010:132) states that, "the informants help the researcher in order that the researcher can be able to immerse in the local context". The informants assist the researcher in collecting as much as possible data in a relatively short time. Informants consist of two teachers (educators), three students, three school staff (TU employees, security guards and janitors), and two parents. The researcher got information from informants about the form of prophetic leadership shown by the principals.

This study carried out by following a process of qualitative research "case study type". The case study is a series of exploratory activities to create descriptions and analyzed intensively and detailed a symptom or social unit such as individual, group, community, or institution (Wiyono, 2007:77). Ulfatin (2014:25) formulated the case study research method emphasizes disclosure of the data, the facts in detail to an object or event. Figure 1 shows the process of case study research.

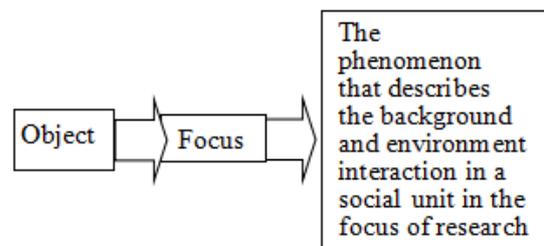


Figure 1. The Process Of Case Study Research by Miles & Huberman (in Ulfatin, 2014:50)

Figure 1 above formulates a case as a "phenomenon of some sort occurring in a bounded

context". In the context of research on "the Prophetic Leadership of School Principal", prophetic leadership is a phenomenon in social interaction in a social unit school. Therefore, the nature of this study is exploratory and descriptive for the answers to the question "what" is found through a study of the background circumstances and environment interaction in a social unit (Arifin, 1996:57; Ulfatin, 2014:59).

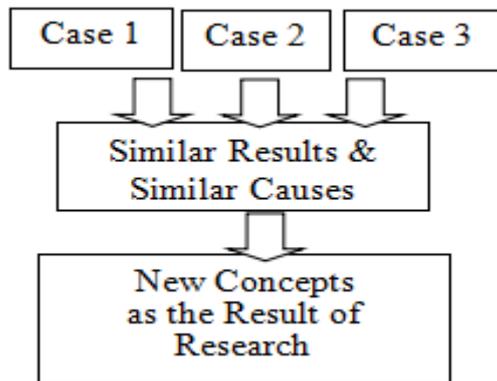


Figure 2. Multicase Research (Arifin, 1996:60 & Surbakti, 2006:205)

Furthermore, figure 2 shows multi-case studies as the study of the two or more subjects, settings or data storage (Arifin, 1996:59). Procedures of multi case study departs from the single case to subsequent cases, so that the cases studied had two or more subjects (Arifin, 1996:60). In this study, there are three principals as the subjects of the study. Multi case study is an attempt to better understand the focus of research because the second data will sharpen the first data and the third data will sharpen the meaning of the first and the second data. Miles and Huberman (in Ulfatin, 2014:67) assert that by multi-case studies, the researcher can make precision, validation, and stabilization of the findings.

RESULTS AND DISCUSSION

Results

Findings of Individual Cases

Prophetic Leadership strengthen school leadership models and strengthen the character of the school. It is based on the findings of research. The following are the findings of the three studies on three principals of elementary school concerning on the prophetic leadership.

Research findings in Case 1 (SD YIMI Fullday School Gresik)

The research findings will be presented in the order in the focus of research.

a. Prophetic values spread by the principals to stakeholders.

- 1) School as a place to develop a prophetic character; and, learn the values of the Islamic faith are values received from the principal.
- 2) Religious activities throughout the school community; development of potential interest-talent students; development of life skills; learning environment; social learning; silaturahmi; religious tour; in any opportunities, the principal gives prophetic values in the life of the school community.

- 3) Effect of prophetic value in the lives of stakeholders can be felt in the life of the school community. It makes the teaching profession as a vocation that must be lived voluntarily and that to be charitable-worship; sharing to improve the quality of life and togetherness; jointly improve welfare. Then, the students know the behavior that are expected to emerge, namely: to understand, appreciate, and memorize the holy Koran; prayers; not arrogant; polite; do not talk dirty and rude; not hostile; talk and behave delicate to anybody; study diligently; not ignorant and fight; not naughty, not ignorant, and do not steal; filial to parents and teachers. Furthermore, employees feel comfortable and familiar with each other, help each other, work with sincerity and devotion. Finally, recognizing the importance of values prophetic, parents encouraged to participate in filling the Buku Anak Saleh; participate in school activities; provides sharing of experience in carrying out religious activities.

b. Principal's strategy for conserving prophetic values in school life.

- 1) The principal leads with religious principles and mobilize teachers, employees, students, and members of the community to do something to the success of education programs in schools. The school principal also provides exemplary life in everyday life at school.
- 2) The principal gives respect to his subordinates; communication to build understanding; deliberation to find the word consensus to create a school as a working environment that embodies the values of prophetic harmonious, healthy, dynamic, and comfortable so that members can work with the full productivity and obtain the highest job satisfaction.

c. Principal's strategy for accommodating prophetic values in school life.

- 1) The principal of the school invited residents to run the Five Pillars of Islam; start and end teaching-learning activities by praying and reading the Holy Koran; give quality time as a means to relate with parents to strengthen and develop the potential of the heart / conscience / affection of school community based on the prophetic values.
- 2) Principal uses self-evaluation tools based on the verses of the holy Koran, the *Buku Anak Saleh*, and the formation of *laskar kebersihan* to correct the behavior of people in schools that do not correspond with the values developed by the school.
- 3) The principal builds personal character so the school community sees him as a good person, can guide, can be an example and role model, assertive, professional, work according to schedule, active activism, still young but knowledgeable to develop the habits and behavior of people in schools commendable and in line with the prophetic values instilled by the school.
- 4) The principal invited residents self-assess /evaluate programs/activities with mirrored to interpret the verses of the holy Qur'an that constantly read and ponder both at school and in everyday life to develop the school as an environmental milieu learning in line with of the prophetic values.

d. Principal's strategy for introducing prophetic values to stakeholders.

- 1) School is the place to build a noble character and liberation from ignorance of the law, stories of the prophets, and the story of the Prophet Muhammad's example is a prophetic values.
- 2) The lack of participation of parents and the community to make the school as a source of the emergence of awareness of religious duty are the obstacles in incorporating the values of the prophetic in the life of stakeholders.

Research Findings in Case 2 (SDK Santa Maria II Malang)

The research findings will be presented in the order in the focus of research.

a. Prophetic values spread by the principals to stakeholders.

- 1) The principal instill the understanding that school is a place to live Christian values and relationships between the school community is the basis to form a communion of life.

- 2) The prophetic value sinternalized by the principal affect the lives of stakeholders. In this context, the principal instills understanding that teachers educate children with exemplary attitude; have personal integrity. Then, principal ask student for being honest (not lying), hard work, responsible. Students should not talk dirty words, be discipline, not underestimate the little things, like helping a friend, be polite; engaged in activities along with the poor people in the month of Ramadan as a form of sensitivity to the surrounding environment; be sensitive and concerned about the condition of others, behave, prayerful and to the Church; help others.

b. Principal's strategy for conserving prophetic values in school life.

- 1) Principal embrace all people in schools; meeting to build understanding and understanding of teachers; empathy (putting yourself in the other person's position) to move the teachers, staff, students, and members of the community to do something to the success of education programs in schools.
- 2) Principal gives exemplary action.

c. Principal's strategy for accommodating prophetic values in school life.

- 1) Principal School invites residents to always remember/keep returning to the fundamental source/destination where school principals as a way of strengthening and developing the potential of the heart/conscience/affection of school community based on the prophetic values.

- 2) Leadership as a form of appreciation of the values of life as a nun; monthly regular meeting; The annual work meeting, recollections and retreats and as a medium to reaffirm the important role the vision and mission of the school as a means of correcting the behavior of parents that is not in accordance with the values developed by the school.

- 3) Principal develops the habits and behavior of the school community are commendable and in line with the values instilled by the school prophetic. The school principal shows attitudes down to earth, simple, like smiling, friendly and nice, while respecting the people.

d. Principal's strategy for introducing prophetic values to stakeholders.

- 1) Educate according to the example of Jesus; faith in divine providence; solider; sensitive; live in fellowship; equality of dignity; becoming a whole person is a prophetic

values championed Principal in the life of stakeholders.

- 2) Participation and low parental participation in school activities are obstacles in the prophetic enter values in the life of stakeholders.

Research findings in Case 3 (SD Metta School Surabaya)

The research findings will be presented in the order in the focus of research.

a. Prophetic values spread by the principals to stakeholders.

- 1) Principal states that school educate its students in high morality, integrity, courtesy of manners and language, the benefits of science, and generosity as an expression to give students the atmosphere of Buddhism.
- 2) Various school activities into opportunities that were principals in the prophetic enter values in the life of the school community.
- 3) The principal gave the understanding that the first teacher attitude is exemplary; firm but not hard; harmonious interaction with all teachers; train reverence and devotion to parents; fosters responsibility of the student; loyal to the school and to participate actively in these activities; *Di Zi Qui* is applied in everyday life.

b. Principal's strategy for conserving prophetic values in school life.

- 1) The principal of Siddhartha Gautama is applied as a way to mobilize teachers, employees, students, and members of the community to do something to the success of education programs in schools.
- 2) The principal applies the messages in the book *Di Zi Qui* as a guide to creating the life of the school as a working environment that embodies the values of prophetic harmonious, healthy, dynamic, and comfortable so that members can work with the full productivity and gain job satisfaction highest.

c. Principal's strategy for accommodating prophetic values in school life.

- 1) Principal strengthen and develop the potential of the heart / conscience / affection of school community based on the values prophetic by pointing out that since its establishment, SD Metta School carrying value of "educating the heart and soul of the young" as a slogan.
- 2) The principal trains the values taught by the book *Di Zi Qui* as a way for

correcting the behavior of people in schools that do not correspond with the values developed by the school.

- 3) Principal develop the habits and behavior of the school community are commendable and in line with the values instilled by the school prophetic. School principals develop personal character well, a draw in making the decision, decisive, authoritative, knowledgeable, courteous, make people comfortable, friendly, exemplary, professional, humble, neat, clean, like a smile, friends talk to men, open, diligent, not late, become the idol of students, discipline; patient.
 - 4) Know the message of Buddhism through education in order to become a virtuous person.
- d. Principal's strategy for introducing prophetic values to stakeholders.
- 1) Siddhartha Gautama taught how man can live happily. It will happen if man knows the source of suffering and an eight way to achieve happiness.
 - 2) Lack of understanding as well as low parental participation in school activities is an obstacle for introducing the prophetic values in the life of stakeholders.

Discussion

Prophetic Values Spread by the Principals to Stakeholders

The study findings showed similarities across cases of three principals. They were able to bring the people crossing times difficult transition in the life of the institution. Courage is based on the belief that the fruit will bring good thoughts. It is accompanied by the ability to establish relationships and communication.

The theory of personality traits analyze the characteristics and personal characteristics that differentiate leaders from non-leaders. Factors that comes from himself, that notion is concerned about leadership, values, or the pursued within the leadership, or the experience of placing a charismatic leader to have such attributes, enthusiastic and courageous (Robbins, 2003:433). More profoundly, there are six characters that distinguish leaders from non-leaders, the ambition and passion, the desire to lead, honesty, and integrity, confidence, intelligence, and knowledge relevant to the job (Kirkpatrick in Robbins, 2003:433). In addition, people who have a nature-aware strong self - that is, very flexible in adjusting behavior merela into different situations - likely much greater emerge as leaders in groups rather than their nature-aware he was weak (Dobbins in Robbins, 2003:433).

The principals is intelligent and visionary figure. Foresight expressed by them are the result of thinking about how to improve the quality of self-agency, both personnel, management system, organizational structure, as well as infrastructure. They prioritize responsibility, devotion, and obligations that must be fulfilled in undertaking the vision and mission of the institution. In this regard, Imron (2014:6) states that the leadership prophetic in educational institutions is a leadership hearts, educate the conscience (conscience), your sincere heart is always positive and filled with a sense of devotion to God and always wanted to uphold morality in context the institution he leads.

Prophetic leadership style in building organizational culture can be carried out by four steps: (1) the pure intention of building an inner quality is excellent in the lead. With a prime inner quality, community organizations will have the full attention to each task; (2) develop a quality culture by building a core belief (core believe) and core values (core values) to community organizations that live and work essentially the worship of God, it must be done with the best; (3) develop brotherhood among members of the community, so that collaboration, synergy between individuals and groups / units within the organization can be created to empower the potential and power to the fullest; and (4) develop ethical behavior in working through the cultivation of gratitude and patience in undertaking. Thus, theoretically prophetic leadership is the ability that reflects the spirit of religious consistency humanizing, liberating, and a new dimension of divine solid-match with a human dimension.

Prophetic leader runs his leadership not only by using his intelligence alone, but at the same time involve the Lord God Almighty, through guidance or instructions received from Him. His life is an investment for the humanity of the higher, nobler, and more dignified. The size of which is open and can be known by the public, the leadership prophetic educational institutions have a behavior measured in the form of (1) uphold virtue, (2) resolve the conflict for the good of all, (3) conduct mutually beneficial cooperation, (4) to think of the next generation, (5) share and personal initiative, (6) honesty and personal responsibility, (7) an example of serving, and (8) caters for all.

Principals' Strategy for Conserving Prophetic Values in School Life

All principals lead the school in a multicultural city where people store large cities

as a result of the potential problems of various kinds of social background, economic, and cultural population. The three cities that have a high economic growth. However, access to welfare and prosperity feel uneven. This situation has the potential to cause social problems. Thus, if the high expectations for the work, but without the depth of religious and moral strength, the young people are in danger of sedentary behavior, disorderly, undisciplined, and away from religious norms.

All principals initiate conservation measures by establishing a personal spiritual wake before forming a spiritual wake the school community. Getting them to move educators, employees, students, and members of the community to do something to the success of educational programs in schools showed that all three showed the same interest in spiritual development that eventually put them on a moral consciousness that upholding universal values life. Furthermore, they succeeded in realizing the condition of the school as a working environment that embodies the values of prophetic harmonious, healthy, dynamic, and comfortable so that members can work with the full productivity and obtain the highest job satisfaction.

The study findings showed similarities across cases in the strategy for conserving the principal prophetic values in the life of the school community. Prophetic leadership they display is substantive, namely the prophetic leadership born of spiritual appreciation of the three principals and their closeness to the Divine reality and the spiritual world. Prophetic leadership model they converge in personality and behavior of daily life.

Mulyasa (2003:256) states that there are many teachers, staff, and students who are afraid to express their problems to the principal. Problems were they going to distract them in fulfilling the tasks and the ultimate goal of their presence in the school. According Mulyasa, empathic attitude and feel the problems presented by the principal to those who are having problems is a relational alternative to reduce tension in the life of the school. That way, the school principal maintain good relations and set an example for the entire school community in solving the problem. In the same occasion, the head of school to help lighten their load, which in turn will be beneficial to improve their performance.

Principals' Strategy for Accommodating Prophetic Values in School Life

The study findings showed similarities across cases in the strategy of three principals to accommodate the prophetic values into the life of the school community. All three principals instill key values in the lives of those around him to be disciplined, modest, polite, behave well as honest and sincere. All three principals strengthen and

develop the potential of the heart / conscience / affection of school community based on the values of the prophetic.

Spiritual abilities making it able to take into account the situation, place, and context in attitude and action. Leadership behavior is the fruit of reflection and contemplation of mental and spiritual. A leader is always the audience is expected to be an example. His behavior, his speech, and even his appearance is expected to contain no reproach. Intelligence, good manners and even physical and spiritual strength is expected to have a quality above average.

The leader is a projection of all kinds of virtues. Outward expression is never angry: angry against virtue because by the time a person gets angry he loses self-control. The headmaster correcting the behavior of the school community are incompatible with the values developed by the school based on the manual / checklist that is used as the standard of behavior expected. He would keep reminding his subordinates not to commit the same mistake on another occasion, but he speaks not with "grumpy". Although he has a firm stance and firm stance, he remains "nguwongke" subordinates. Because it forms a correction of deviant behavior displayed by them not as retaliation or punishment, but as a consequence of the choice of action has been decided. That way, the three principals to familiarize people in schools to always think long and weigh weighing the result of a decision before making a decision and do it. That way principals develop the habits and behavior of the school community are commendable and in line with the values instilled by the school prophetic is not the method to frighten, but rather the method of sharpening, compassion, and parenting. Under conditions of this study, the principal still able to maintain authority in accordance with their rights and responsibilities. Deeper, head of development of the environment of school life as a learning environment that is consistent with the values of the prophetic through positive radiant energy, their own creativity, emotional stability, and constancy of their personal spiritual growth developed.

Principals' Strategy for Introducing Prophetic Values to Stakeholders

The study findings showed similarities across cases of three principals in perspective shows local wisdom, in the sense of the wisdom shown by the vision and mission of the institution: community development oriented projects. In this context, all the local's it means the value of Islamic maintained and further

developed in SD YIMI Fullday School Gresik, the value of catholicity treated and cultivated in the SDK Santa Maria II Malang, or also the value Buddhisme treated and cultivated in SD Metta School Surabaya. All three principals to put the process approach as a way of learning that must be passed by the school community. They did not put the success of education on the foundation that prioritizes the results of mere pragmatism. They were aware of his position as head of the school is a trust that must be carried (in terms of Hindu word "dharma" which means leadership as self service).

All three principals to enter a dimension that does not exist in modern leadership models that tend to do everything so that the specified target is reached (such as the model of management by targets or by orientation). "Matra" is the dimension of "rasa" (the word Java language to express the affective dimension communal) who put personal interests (aspiration or ambition principal) not as the main elements that must be fought, but as an element of "existing together" with elements of the another part of the community (Hadi, 2013:321).

The ability to weigh the "rasa (Javanese word)" will give birth to a balance or harmony which is the fruit of harmony and mutual respect fellow human beings. This perspective makes the society or the "other" as an important part in the existence of "personal"; not as a worker who is positioned as an object or a part of a threat to the ego and the "I".

Keating states that in performing the task of leadership affects a group of people heading to a specific destination, a leader is influenced by several factors (Keating, 1982:18-20). In the case of prophetic leadership, factors that affect leadership are factors derived from itself, that notion is concerned about the realization of the values or religious significance to be a minimum set through leadership. Values or religious significance was moving southwest leadership is concerned that anything he does is an expression of what he believed in religious life.

Based on the above, the prophetic leadership brings forth dimension to the dimension of divinity. God is a true leader who inspires, influences, serving and stir the conscience of His servants with a very thoughtful approach and exemplary ethical. Therefore prophetic leadership also called leadership that is based on religious ethics and religious intelligence, based on faith and conscience. Integrity and credibility itself is a guarantee for the work and efforts. The soul of compassion or feelings of compassion, generosity, solidarity and mutual assistance and shelter to all those displayed by a prophetic leader is the antithesis of the situation era featuring hedonism, consumerism, pragmatism, and transaksionalisme. Tobroni (in Arifin, 2014:7) confirmed that the

leadership based on values is a realization of the 21st century is called the century of the values. Nowadays, people is seen as living in the crisis of values (Arifin, 2014:8).

Propositions as the Result of the Research

After going through the stage of discussion, this section states that research propositions presented in order of research focus.

Proposition 1: Prophetic values spread by the principals to stakeholders.

- a. The school principal shows a way of life based on the prophetic values.
- b. The school principal uses different ways for implementing prophetic values in the life of the school community.
- c. The dissemination of the prophetic values affects the lives of stakeholders.

Proposition 2: Principals' strategy for conserving prophetic values in school life.

- a. The school principal embodies the prophetic values.
- b. The school principal shows the prophetic value with three aspects: (1) pattern, (2) respect for the dignity of human life, (3) affection.

Proposition 3 Principals' strategy for accommodating prophetic values in school life.

- a. The school principal directs each person to be aware of the purpose of human existence and role in the world.
- b. The school principal is committed to preserve the prophetic value in order the principal can correct behavior that is incompatible with the school's values.
- c. The school principal shows consistency to develop habits and attitudes with the prophetic values.
- d. The prophetic values are cared for creating environment of the school as a learning environment that is consistent with the values of the prophetic.

Proposition 4: Principals' strategy for introducing prophetic values to stakeholders.

- a. The values worth fighting prophetic principals in the life of stakeholders.
- b. Lack of understanding and participation of parents and the community are barriers to grow up the prophetic values in the life stakeholders.

CONCLUSION AND SUGGESTION

Conclusion

Prophetic Leadership (prohetic leadership) is a genre or the prophetic leadership of the new leadership. Prophetic Leadership featuring a leader who combines intellectual ability, cultural, emotional, and spiritual to

serve a lifetime with full sincerity, selfless, except as worship.

Suggestion

Chairmans of the YIMI Foundation Gresik, the Metta School Foundation Surabaya, the SDK Santa Maria II Foundation should deepen the prophetic values within its institutes as a foundation for making of the vision and mission of the foundations. Principals of SD YIMI Fullday School Gresik, SDK Santa Maria II Malang, SD Metta School should have confidence that the prophetic leadership brings distinctiveness to their school. Kepala Dinas Pendidikan Kota/Kabupaten should review the vision and mission of every state school. They should be based on thoughts or idea of the founders of the nation and the national history of Indonesia. Other researchers can make this research as a starting material in performing similar research or advanced research to develop knowledge, especially with regard to the theme of this study, such as the leadership of local knowledge, educational leadership by implementing local wisdom.

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IMPLANTATION CLOUD COMPUTING ON TEACHING MATERIALS

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ABSTRACT

The paradigm of cloud computing by Gluria (2013) is an optimal blend of hardware and software as a virtual service resources so that users are free from the burden of concerns about the management of the service system. The study of this development have an umbrella research open source web-based learning platform. Thus derived in the form of practical development of products that take advantage of the development of learning web-based cloud computing according to the characteristics of the source of learning, learning content, learners, learning strategies and learning methods in the context of S-1 Student Educational Technology Department, State University of Malang.

Keywords: cloud computing ,teaching, materials.

Cloud computing is a computing paradigm latest. The paradigm of cloud computing by Gluria (2013) is an optimal blend of hardware and software as a power source virtual services so that users are free from the burden of worries about system management services. Migrating Web applications to Cloud Computing services and integrate services Cloud computing into the infrastructure is something not easy. This led to a new paradigm that often require innovation paradigms and practices at all levels: technical, cultural, legal, regulatory, and social.

Cloud Computing offers a dynamic learning resource that is measurable. Learning resources provided by cloud computing services by reddy (2011) is a service over the web that guarantees many economic benefits as well as having the advantage can be distributed among penggunanyanya. Cloud computing, which was created in late 2007, when it emerged as a hot topic because of its capability for technology offers a dynamic and flexible as an Information technology infrastructure, computing environment and software services are configured. as reported in Google trends shown in Fig. 2, Cloud computing (yellow line), virtualization technology (yellow line), has exceeded Grid computing (Red line). Many projects in industry and academia have already started, such as IBM and EU for Cloud computing, Amazon Elastic Compute Cloud, IBM Blue Cloud, a project such as Nimbus Cloud scientific and Stratus, and Open Nebula. HP, Intel Corporation and Yahoo! Inc. recently announced the establishment of a multi-data, global center, open source Cloud computing for industry, research and education.

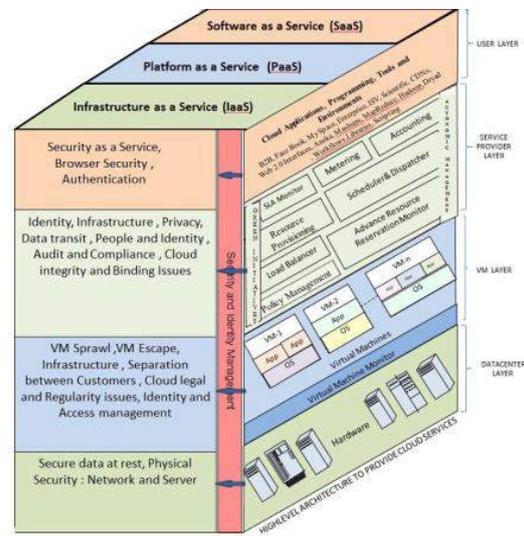


Figure 1. Security Architecture of Cloud Computing. (Reddy,2011)

In general, there are still widely accepted definition for Cloud computing Cloud computing although the practice has attracted much attention. Some of the reasons leading to this situation: Cloud computing involves researchers and engineers from various backgrounds, for example, Grid computing, engineering software and data bases. They are working on cloud computing from a different angle. The technology that makes Cloud computing is still evolving and progressing , for example, web 2.0 and Service Oriented Computing. Cloud Computing that is still lacking large-scale deployment and use, which in the end will justify the concept of cloud computing.

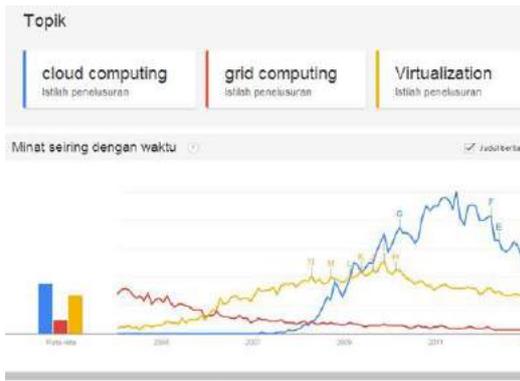


Figure 2. Reports Google Trend

Department of Educational Technology, State University of Malang is an institution that is always in contact with the culture of behavior studied global, global culture is always influenced by the powerful culture of developed countries such as the countries in the Americas such as the United States and Canada, countries in Europe like Britain and Germany, countries in Asia such as Japan and China. Friction culture is experienced by students of S-1 Department of Education Technology, state University of Malang that is characterized by the use of learning resources globally. References, Lecturer, access url addresses, broadcast largely a product of global culture. behavior learning is the global behavior of learning is no longer limited by the classrooms. more extensive global culture has dimensions of freedom are taught using instructional media optimally as an example correspondence, learning by using the broadcasting such as radio and television, learning to take advantage of networking such as LAN, WAN, intranet, internet and others. Department of Education technology, State University of Malang is majoring in the fields of science technology education and learning was also influenced by global culture. it is characterized by the use of information and communication technologies in the learning activities as well as in the search for learning resources. information and communication technology has always been a topic of discussion and once used as a tool in the search for, process, manage, display and deliver learning resources. This is the reason that the Department of Education technology, State University of Malang will follow the global culture by implementing the development of information and communication technology in education and learning.

Department of Educational Technology, State University of Malang is continuously working to develop information and communication technology as a form of service

to the faculty and students. This effort is demonstrated through the provision of various facilities information and communications technology in the form of provision of LAN installations, the installation of Web-site Department of Education Technology, State University of Malang, Provisioning Server Hardware primary, gives students the right to access learning resources through certain lines, and to support learning activities, especially the needs of the learning resources, in the Department of Educational Technology, State University of Malang has been installed network facilities, access devices and the Internet to reach in the whole environment TEP as information and communication services learning resources which can be utilized for both lecturers and students.

Department of Educational Technology, State University of Malang has a commitment to develop information and communication technologies geared to the empowerment of all the facilities available in the Department of Educational Technology, State University of Malang in turn will support the department in the execution of its programs, including the provision of learning services via the web. Department of Educational Technology State University of Malang have a desire in the learning process through the web in order to facilitate the majors in controlling the activity academic, lecturing and presenting related subjects. The attention of students to learning resources can be increased by way of increasing the academic atmosphere campus (Runtuwane, 2007). Department of Education Technology, State University of Malang has developed majors become Fitness Services Learning in the Internet. On a larger scale the service is part of the Internet services Provider (ISP) . Development of the Department of Education Technology, State University of Malang as Centre Services Learning in the Internet is built means the server hardware that serves some local lines, internet and INHERENT. server Internet that serves public Internet network, server INHERENT airport network among universities in Indonesia and a Local Server networks that serve specialized in the Department of Educational technology, State University of Malang. Device Information and Communication technologies were also developed, among other broadcasting technology. hardware lab stations malayani learning needs of the audience up to a radius of 10 km and hardware laboratory television stations.

Hardware requirements as a means to help the development of web-based learning have been given priority in the Department of Educational Technology, State University of Malang. Hardware requirements include device access services on-line. The hardware the other is the service to the

academic community to be able to conduct free internet access and internet on a computer that netted interconnection and provision of internet and intranet access device dots for users who use personal mobile devices. On the development of the hardware necessary to use the standard rules of management and infrastructure services resulting from the analysis and evaluation of the hardware implementation in web-based lectures on-line system in institutions

Needs Brain ware as a developer of web-based learning also get priority in the Department of Educational Technology, State University of Malang. The need for such developers include concept development and implementation of learning the system on-line web-based. The concept and implementation of applied so far in the development of learning systems at the Department of Education Technology University Malang derived directly from the implementation of information technology. The rule, aspects and learning theory at all is not taken into consideration the development of teaching and learning resources.

Department of Educational Technology, State University of Malang in the lead to the development of learning also have constraints. These constraints are 1) the use of on-line learning media is still seen walking alone yet is integrated together and coordinated at the level of administrator. It is seen still using web-separate web like Yahoo, Google, etc. messenger. In the Technical Department of the Department of Education Technology, State University of Malang yet have a platform that is becoming benchmarks and standards for the development of instructional media. 2) Together with the lecturers still preoccupied manage learners in learning activities. Both in the activities room scheduling, faculty and students. This is because the increase in the number of learners who are less dimbangi with a capacity of learners and learning resources. 3) Investment software on-line learning is not an infestation that is very expensive. this is because the license is applied for the use of the system.

CLOUD COMPUTING IN LEARNING

Universities throughout the world largely started to depend on information and communication technologies to serve the needs of teaching and learning. (Wing Lai: 2011) The use of information and communication technology to support shifting cultural practices in teaching and learning in higher education. The use of information technology also to

better meet the needs of 21st century users from academia higher education, information technology and digital communications can provide a learning experience more active and flexible by adopting pedagogical approaches and participatory by combining formal learning with informal learning. Various advantages and disadvantages of a package perceived as the risk of the use of technology. One such package is the procurement and maintenance of various hardware and software specifically require on-going investment and resource skills to support the sustainability of the technology.

Developing countries in Southeast Asia are increasingly recognizing the important role of universities in increasing resources through the use of Information and Communication Technology.(Hong and Songan: 2011) higher education system in the Southeast Asia region are increasingly making use of ICT in addressing the challenges that arise. The challenge is 1) what and how students learn, 2) when and where students learn, and 3) ways to reduce the cost of education. The countries of Southeast Asia are at different stages of development with the developed countries in the use of Information and Communication Technology in education in higher education. Thus, sharing experience in the use of Information and Communication Technologies in higher education is very important for lecturers and managers who are at the forefront of integrating ICT in teaching and learning activities.

Technology on the "cloud computing" is the advancement of information and communication technology. Package promised is economies of scale are promising and features that are capable of increasing service agencies. Issues latest is a system service "cloud computing" growing a lot and are provided without pay and only use technology Internet. Users from academia as professors, students, staff and policy makers can use the system "cloud computing" by accessing it from a web browser that has been provided. the services offered can be considered cheap or even free for education. In many respects even service availability morehigher and better than can be provided by University.

Great design has been implemented by Internet service providers. The trend of future technology began to lead on most of the education services, teaching and learning will take place through the "cloud computing". Institutions as part of the global world no longer host their own data centres due to hardware investments are expensive, electricity bills swell, payroll manager and a number of features that are rarely fully utilized. The development of a system of "cloud computing" is a masterpiece to make globalization work real,

PACKAGE SYSTEM SERVICES IN CLOUD COMPUTING

System "cloud computing" offered by various Internet service providers have several packages. Most among such packages are:

Service on the system "Cloud computing" is delivered via the Internet from a data center that has a high specification built in a location away from the user and the institution University High. The server providers already have the features that they have invested in the form of a cooling system the latest and engineering optimization service. If this investment is made by the college, will burden the budget system significantly. These data centers are developed by service providers that are in locations near a source of cheap electricity. Even the location of the data center is not always known to the user, although in some cases the user requires services that are located in certain countries because of data protection laws. the service provider provides access rights and control over data stored by the system of "cloud computing"

Features services such as storage of data, processing, memory and bandwidth are divided proportionally to multiple users and can be dynamically allocated to the service can be allocated based on demand. Components of the hardware provided by the service provider can be replaced without impacting on service learning, learning, performance or even the availability of new space. Management of data spread across multiple data centers in the safe category as the service provider to provide security and resilience with the latest systems.

The main service features of the system of "cloud computing" is elastic and quick. This factor allows the management of universities high and academics who use the system "cloud computing" suddenly doing a service request. System "cloud computing" which has been implemented to date have suggested that the management of scalable service yet able to provide an infinitely to the users. The explanation may be easiest if universities and the academia wants to increase the use of sudden there should be, it is not necessary apply for or purchase any additional hardware which could take weeks and can then be utilized to the maximum.

Management of the budget allocation is the issue of most interest in the use of the system "cloud computing". If the system is "cloud computing" needs budget allocation, users only pay for the services used. The service provider will bear the cost of hardware and the provision of software. In some of the features provided on the system "cloud

computing", using features not paid. Thus, the service provider will bear the full costs of the provision of hardware and software.

In general, the management of the service by the user can be done in self-managed. The user can decide what features are used, and add or subtract without having to discuss with the service provider. Reporting facilities are provided so that customers can monitor the use of the feature.

IMPLEMENTATION OF CLOUD COMPUTING

Some education providers even universities that have been using the service learning and on-line learning, yet system using "cloud computing" optimal. Some colleges even have incorrectly assumed towards a system of "cloud computing". The assumption of the system of "cloud computing" is a system in the Internet that does not give much support to the teaching and learning process and not only facilitate the activities organized by the College. College and even confusion between the terms Web 2.0 and the system of "cloud computing".

The theory of "cloud computing" does not get a deal in understanding global basis. It is also valid on web 2.0 technologies. Blogs, wikis, twitter, facebook and others is a technology which is regarded as the app's Web 2.0. Aplikasi web 2.0 technology allows users to change the content of a web page and interact with others through the application so as to create construction information and 2-way communication.

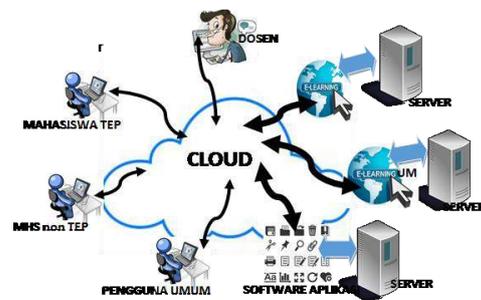


Figure 3. Image Cloud Computing TEP UM

Software web 2.0 can be hosted by universities through intranet or publicly accessible via the Internet. In this context, Web 2.0 can be regarded as a specific application types while the "cloud computing" is a system that allows multiple methods in a variety of applications that allow the activity of storage, processing, management, delivery.

CLOUD COMPUTING ON LEARNING SYSTEM

The learning system is a major force in educational institutions in general. The university is

an institution of higher education and has a variety of services in the learning system. Trend service college is a service entitled "e-learning". Different versions of the application of e-learning has been used as a means of learning system. Shades of e-learning color every theory, models and even up studies of discussion and research. So that e-learning is a featured service applications in a system of learning in higher education.

System of modern learning cannot be monopolized institutions and tend to be flexible on the type and location of learning resources. College is not possible to close two-way access to the service provider on the Internet. Even the user entity not only on the academic community. So the "chaos" in the era of learning has been anticipated by a very large system that is "cloud computing". exceptional power has emerged and is ready to be applied in Higher Education learning system.

CONCLUSION

In general, the development of web-based learning platform open source on the subject of computer learning S-1 Department of Education Technology, State University of Malang can produce instructional media that utilize cloud computing web-based accordance with the characteristics of a learning resource, learning content, learners, learning strategies

and learning methods in the context of S-1 Student Educational Technology Department, State University of Malang

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THE IMPLEMENTATION OF *SINAU WISATA* BASED ON POTENTIAL LOCAL EXCELLENCE IN THEMATIC LEARNING AT THE ELEMENTARY SCHOOL MALANG

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ABSTRACT

*Generally, this paper will analyze the implementation of *Sinau Wisata* based on potential local excellence to promote the implementation of the thematic learning in curriculum 2013 through the study of potential local revitalization, especially the Natural Resources (SDA), Human Resources (HR), Geographical, and Historical. This research is conducted at the elementary school of Muhammadiyah throughout Malang. This study was developed through the Research and Development in order to arrest precise meaning of the reality of the communities studied. This study used a descriptive method. The result of the study as one of the guidelines for modeling *Sinau Wisata* based on potential local excellence that will be implemented in the thematic learning throughout Malang. Due to Malang has a potential of Natural Resources (SDA), Human Resources (HR), Geographical, and Historical. Therefore, it will be very helpful if the *Sinau Wisata* based on potential local excellence applies in learning process, especially at the elementary school. Primary school level is the foundation of learning to the next level.*

Keywords: *sinau wisata, potential local excellence, thematic learning.*

Sinau Wisata based on potential local excellence model as a support in the thematic learning in curriculum 2013, which is a learning tour outside the classroom. Students will learn about the objects on tourist sites directly to integrate of knowledge, skills, values and attitudes, and creative thinking in learning by using themes as the principal environmental review and revitalization of local potential, especially in Natural Resources (SDA), Human Resources (HR), Geographical and Historical. The selection themes among the principles held in this study is a significant theme for student life, adapted to the level of students' progress, describing events with authentic learning resources in the immediate environment and using real situations. Teachers are accommodating to ideas that emerged from the students. Consideration of local knowledge was based on the potential of natural resources, which is safe and support the learning. In terms of human resources, the location has a cultural and artistic crafts, there are expertise areas and work professions. Moreover, in terms of geographic potential, it has a location, mileage, time and historical potentials that are worth considering. Based on these principles, *Sinau Wisata* based on potential local excellence model is considered suitable with the characteristics of elementary school students.

The purpose of *Sinau Wisata* activity is constricted on the students to know more about environment and to concretize the learning media by using surrounding environment.

Noting that purpose, indirectly, the *Sinau Wisata* activity or learning outside the classroom has the function to guide students to learn the object directly, which are recreational and educational as well as strengthen the cohesiveness of the students. In addition, the function of *Sinau Wisata* is to introduce students to the real environment and the potential tourism place in the region. The rationale of *Sinau Wisata* activity is the result of analysis of the needs of the curriculum used and school programs that have been designed before the semester.

The study of the charge in this learning need to be further analyzed. The *Sinau Wisata* based on potential local excellence model is: (1) contextual learning, utilizing the contexts of real life situations; (2) problem-based learning, students concretely confronted on the problems; (3) constructivist learning, students can build his own knowledge of the learning experience with the direct object in the location; (4) cooperative learning, students are given an opportunity to interact and collaborate with their partners; and (5) *PAKEM* (Active, Creative, Effective, and Joyful), students can be active, creative and learning with a pleasant atmosphere.

In regard to questions and feedback about the existing environment at tourist sites, learning *Sinau Wisata* based on potential local excellence needs to be analyzed in depth as well. Therefore, this paper will decipher the analysis of *Sinau Wisata* based on potential local excellence in the thematic learning at the elementary school, Malang.

The Implementation of *Sinau Wisata* in the Thematic Learning

Generally, the concept of *Sinau Wisata* at the elementary school of Muhammadiyah 4 Batu city, elementary school of Muhammadiyah 1, 9 Malang, elementary school of Muhammadiyah 8 Malang regency, and elementary school MI Nurul Islam Tajinan Malang regency have been applied it. 98% of teachers in each school, only 50% are able to explain the concept of this; planning, assessment, and implementation. The cornerstone in the *Sinau Wisata* activity is almost the same in all schools that is to introduce or explain about the phenomenon of nature, social, and culture.

Based on the result of interview and documentation showing that all schools are a place of research has already scheduled the concept of *Sinau Wisata* in each semester. There are 1 or 2 times to perform this activity in one semester. However, some are carrying out this activity as much as 4 times at the beginning and end of semester. Twice out of school and twice around the school. For schools that have been developed, they usually do this activity more. Meanwhile, for the secondary school, they perform this activity at least 1 time in the first half, even combined with other classes.

Subsequently, the steps of *Sinau Wisata* activity are: (1) observation; (2) planning in module manufacturing along with Teacher Working Group (KKG); (3) the implementation of appropriate modules. The advantage of *Sinau Wisata* activity in the thematic learning is the students can perform direct observe and more realistic. Consequently, the learning process is more concrete or real. As Ausabel's theory, it said that in the learning process as concrete like this will establish student's learning to be more meaning full.

In the thematic learning, firstly, it needs to decide the sub-themes of *Sinau Wisata* that is used in the learning process. In deciding the thematic learning activity, *RPP* (lesson plan) and *LKS* (students' worksheet) should be prepared as well. The basic competency and indicator in the LS and students worksheet should be related with the sub-themes of learning.

Based on that basic competency and indicator, furthermore, it will be identification of learning such as natural resources, human resources, geographic, cultural, and historic, and another potential need in the thematic learning. After that, undertake location determination. There are some options of location determination based on the potential local excellence such as the sea, mountains,

museum, Learning Park, library, tourism place, and others. Teachers should coordinate with school and parent cares to carry out *Sinau Wisata* activity.

RESULTS AND DISCUSSION

Sinau Wisata based on potential local excellence as thematic learning support in curriculum 2013 is one of learning-tour model outside the classroom, where the students will learn a direct object in the tourism place to integrate the knowledge, skill, value, and attitude, and stimulate to be a creative thinker. The principal of the study is consistent with the revitalization of local potential such as Natural Resources, Human Resources, Geographic, and Historical. Based on the results of observations on the implementation of the *Sinau Wisata* in the thematic learning in the elementary school of Muhammadiyah in the Malang city, Malang regency, and Batu city, it has known as below.

The majority of elementary school teachers in the Malang and Batu city area, lots were aged less than 45 years. Those teachers still have the energy, enthusiasm and willingness in carrying out thematic learning. It is also supported by the teachers who are mostly excellent to operate a technology. Various needs in the thematic learning are also supported by parent cares that are most of them having a high awareness of children need in education. On the basis of awareness that children need a higher education for the future, creating a family atmosphere as conducive as possible is very helpful for their children to learn. On the other hand, Malang, Malang regency, and Batu city have a spectacular potential local excellence. Malang is education city. There are more than 10 colleges over there. Whereas, Batu is a small city but it had a number two tourism destination throughout Indonesia. Moreover, besides, the beach is still the flagship tourist spot located at the Malang regency. Therefore, the potential local excellence in three regions strongly supports the learning process, especially the thematic learning at the elementary school. The determination of the locations used in this study is based on the identification requirements as described above.

However, the majority of teachers in primary schools consider that the concept of the potential local excellence area has a different concept from the field of education. Efforts to increase the potential local excellence are considered not equal, even not in line with efforts to improve the quality of education. Teachers mostly have a paradigm that learning must always be in school. The learning methods with lectures become the main method which is performed by teachers, especially by teachers at the elementary school of Muhammadiyah. Learning by using the potential local excellence is considered a strenuous activity,

and materially. The students are excited to undertake learning activities outside the classroom, but they were often disappointed with the worksheet that was given by teacher because the worksheets inhibit the process of playing the students. This is because, student worksheets are given is often not associated with activities outside the classroom. Therefore, students' worksheets have to be adapted to the location of learning outside the classroom. Using a variety of different ways and as interesting as possible in order to improve the quality of learning in the Malang, Malang regency, and Batu city.

Improving the quality of teaching in the three areas mentioned above will be done through cooperation with universities. Fully supported that granted by the government is very direct impact on improving the quality of learning in Malang, Malang regency and Batu city. Moreover, many universities in the establishment of these three areas have a positive impact on the development of education. The existence of research activities, student internships and all programs that synergize the schools and universities realize the interaction, either directly or indirectly. The process of quality improvement is synergistically namely in the fields of tourism and education, economic, social, political, and so forth. Therefore, through these programs makes Malang, Malang regency and Batu city will be developed and qualified.

CONCLUSION

The implementation of *Sinau Wisata* based on potential local excellence in the thematic learning at the elementary school of

Muhammadiyah in three areas; Malang, Malang regency and Batu city is needed. The process of improving the quality of education needs to be done in synergy with a wide range of fields, either in the field of tourism and education, economic, social, political, and so forth. Therefore, by synergizing various fields with potential areas local advantages, the region will be developed and qualified.

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DEVELOPMENT RESOURCES COURSE KINESIOLOGY BASED MOBILE LEARNING FOR STUDENTS FACULTY OF SPORT SCIENCE IN EAST JAVA

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ABSTRACT

Unavailability of learning resource materials kinesiology-based mobile learning, resulting in learners have difficulty studying the materials provided. A research on "Development of Learning Resource Materials Kinesiology-Based Mobile Learning. Research and development objectives of developing a learning resource materials based mobile Learning Kinesiology Sport. The study uses a conceptual model, subjects try to include subject experts and potential users. Data were analyzed with descriptive statistics. Results of data analysis obtained 88.57% of the products produced showing the accuracy, suitability, and efficient time and 85% of instructional media showed practicality, the attractiveness and usefulness. Conclusion of the study that the resulting product indicates the accuracy, appropriateness, meaningfulness, the attractiveness, usefulness, practicality, and not difficult to use mobile learning to lecture at the Faculty of Sport Sciences.

Keywords: *learning, kinesiology of sport, a source of learning, mobile learning*

Phenomena that exist today, associated with the development of technology and information now, has opened up opportunities for everyone to be able to learn independently and quickly which means that anyone can be first to identify and acquire new knowledge including knowledge-based technology (Darmawan, 2012). Educators learning innovation particularly important to change attitudes towards learning model based instructional technology to keep pace with technological developments and progress toward particular learning technology lectures kinesiology (Anitah, 2014).

Learning in college, students as learners important active learning and interacting with peers (peer insteraction) to communicate the material. In an effort to meet these conditions, lecturers as educators is important to use appropriate learning technologies in order to improve the competence of students to access material that is supplied from a variety of learning resources used (Yamasari, 2010). Utilization of information and communication technology in education is very urgent to respond to the challenges of life-paced world of technology. For that college graduates who want to be accepted in the world of work should start initiating technology-based learning (Davis, 2013). Students as the largest stake holder will characterize the performance of the college. Innovation efforts in the field of education and learning is done by the use of multimedia equipment which is currently felt to be more effective against the educational

aspects of the use of old methods (Dwiyoogo, 2008).

The more advanced science and technology and the human horizon result in every future generation should learn more to become educated man. So that the education system can be implemented more effectively, learning resources are utilized not just limited to humans or books but non-print resources is currently a trend and more effectively used in the student environment (Papalia, Olds & Feldman, 2008).

Currently the media and the tool will no longer be the result of human knowledge, but also as a means to communicate knowledge and specific skills and knowledge and new skills. Besides, information standardization in the process is absolutely indispensable for learning activities in order to improve the quality of education (Arends, 2008). The existence and use of learning resources such as nonprinting form m-learning brings students to the mastery of science that is contextual and meaningful as studied by the community of learners and applied to community of learners that also (Dwiyoogo, 2010). The media's role in the implementation of learning has characteristics (Joyce, Weil, and Calhouin, 2009): (a) as the infrastructure to deliver the presentation of information, (b) the existence of a series of options which require among other physical changes where and how to learn, (c) improve the direct relationship between educators and learners, (d) increase the activity of learners in learning more independent and change their roles and skills as well as educator skill mastery over increased optimally

The use of multimedia by embracing instraksional technology is the right solution to facilitate the implementation of learning (Setyosari & Sikhabudin, 2005) including the timing of the study subjects of Kinesiology the Faculty of Sport Science. Most Student Sport had difficulty in learning and mastering the material Kinesiology Sport. This is supported by the availability of learning resources such as printing and nonprinting reference books are still very limited in number in the campus State University of Malang, consequently the process of understanding and mastery of the material presented obstacles.

Dwiyogo (2010) found a source of learning has an important role to facilitate the level of mastery of knowledge and skills learned, so the availability of learning resources for learners is an important and much needed. Learning resources (learning resources) are all good sources in the form of data, people and a particular form that can be used by learners in learning, either separately or as a combined making it easier for learners to achieve a certain competence (Anitah, 2013). Abdulhak and Darmawan (2013) found in learning resources must emphasize the process of learning rather than teaching process. With the learning resources, will reduce the role of the teacher as a sender information.

In the field of Sport, movement made by every individual should be done with the efficient movement because the movement that will efficiently support successful in a show of the work done. Efficient movement, there are several requirements that must be met is performed with relaxed movements, using the correct technique and motor coordination is needed. Perfection of high sports skills depend on the ability of the offender to apply the principles of biomechanics and kinesiology appropriately and correctly (Hamilton, et al, 2008). Any movement that is displayed should be analyzed in terms of aspects Osteology, myology, and arthrology it is important to prevent injury to any actor. As a key determinant of success and failure of a work staged in a movement is determined by several factors, one of which are elements of the general motor ability (Jensen, et al, 1984). This has resulted in the Student Sport had difficulty in learning and mastering the material Kinesiology Sport.

Therefore, to overcome the difficulties of the students in learning the material Kinesiology, needed learning resources are more practical and learning resources that can be taken anywhere and learning resources that can be utilized at any time, so that learning can be

done anywhere and anytime with fast process and more efficient time. To meet these expectations, learning innovation is needed to attract learners are motivated to learn and encourage students to learn independently and foster self-confidence is getting stronger for the realization of learners character (Kresnadi, 2009).

Innovation interesting and appropriate learning materials needed in kinesiology, this is done by changing the strategy/learning model to the conventional technology-based learning such as learning model based on e-learning through Mobile Learning (m-learning) (Sutopo, 2012). Multimedia learning is currently developing a mobile based learning. This phenomenon is changing the paradigm for creating hybrid learning, which brings together the concept of mobile multimedia with a grain-based innovative learning information technology in the form of multimedia mobile learning (Darmawan, 2012). Sport Kinesiology course for learning to attract interest and motivation of learners, the learning innovation is absolutely needed and important.

Researchers conducted preliminary studies related to the subject matter of learning resources Kinesiology form questionnaires at 97 Student of Sport Faculty of Sport Science State University of Malang are already covered subjects Kinesiology, the difficulty level of mastery of the material, the respondents to respond to 84 people (86.60%) said it was difficult, not the availability of learning resources (87.63%), 88 respondents (84.54%) in need of learning resources. Respondents agreed to do the development of learning resource materials kinesiology form of mobile learning totaled 78 people (81.41%). Preliminary study on educators through questionnaires and interviews, 100% educators states require technology-based learning resources, 100% agree if it will be the development of learning resources and 100% of educators want technology-based learning resources such as mobile learning. Means both learners and educators need to learn source material Kinesiology-based technologies such as mobile learning.

Associated with learning media mobile learning shapes, Sulistyorini, et al. (2009) conducted a study on learning model form of e-learning in secondary schools reported that the results are valid learning model used to study physical fitness and the media developed has the attractiveness and practicality value in learning physical fitness. Roesdiyanto, et al. (2009) conducted research and development on physical fitness training model form of e-learning for Vocational High School students, the results were reported that media learning proper form of e-learning is used for physical training Fitness.

In connection with the above-mentioned exposure, can expressed that there are problems

associated with learning resources are not yet available learning resources nonprinting form of mobile learning for the material in Student Sport Sport Kinesiology in the Faculty of Sport Sciences. Therefore, alternative solutions are appropriate to solve the problem in learning, namely the importance of research and development of learning resource materials Kinesiology Sport-based technologies such as m-learning form.

Based on the problems that have been described above, researchers have conducted research and development entitled "Development of Learning Resource Material Kinesiology Sport form Mobile Learning for Students of the Faculty of Sport Sciences Sport in East Java".

Goals to be achieved through research and development is "Developing a Learning Resource Material Kinesiology Form Mobile Learning for Students of Sport Faculty of Sport Sciences in East Java" with the product resulting from this research is to create a learning resource nonprinting the material Kinesiology packaged in the form of Mobile Learning furnished with the manual guide the use of mobile learning.

METHOD

Research and development of learning resources using the conceptual model is the development model based on the operationalization of theories or principles that have been validated in the steps or procedures which lead to a product as a form of problem solving (Mukhadis, 2013). Source learning material Kinesiology Sport is packed in interactive media forms of Mobile Learning, the model is used to refer the opinion of Lee & Owens (2004), the development steps as follows: (1) conduct needs assessment or needs analysis (2) Perform front-end analysis or analysis of early and late (3) designing a design or product design. (4) development or product development (5) Implementation or execution. (6) Evaluation or product evaluation.

Research and development of this approach problem oriented because of the issues examined by the actual conditions on the ground (Mukhadis, 2013), meaning that determines the priority of the issues examined by the condition of riel in the field and urges (much needed) to be solved, so that the product can be directly utilized by the user to increase the added value (added value) of a system. The procedure of research and development of interactive media forms of mobile learning conducted by researchers include: (1) the manufacture of initial product, (2) the expert

evaluation, (3) Trial product small group, (4) Revised Product, (5) Field Test (trial large groups), (6) Results, products are tested

Product trials, with regard to the level of accuracy, feasibility, the attractiveness and suitability of the products produced. Design of the tests include the evaluation of experts, the revision of product plans, small group trial, product revision, a large group trial, the revision of the trial results and the large group of final product as the product is tested. Expert evaluation involves an anatomist, Kinesiology, Sport and Media expert learning. Product revision forms of learning resources mobile learning before been tested on a small group.

Small group trial, a learning resource the material form Kinesiology Sport Mobile Learning tested on potential users amounted to 50 people. Product revision of the development of learning resources based on the responses of potential users. Large group trial, conducted at the Faculty of Sport Sciences in East Java, with subjects try totaled 140 people. Revision of the final product, after analysis of the trial results a large group, learning resource material products Kinesiology Sport Mobile Learning revised form so that the product be used as a product that is tested.

Subjects of research include subject experts consisting of experts: anatomy, Kinesiology, Sport and instructional media. Subject target learners Student Faculty of Sport Science Sport East Java represent 140 potential users. Determination of the subject try using random sampling techniques (Baumgartner & Hensley, 2006). The type of data that is generated in the form of quantitative and qualitative data. Type of quantitative data obtained from the recording at the time of the initial study of questionnaires and qualitative data obtained from the review of the experts (Graton & Jones, 2004). Data collection instruments using non-test instruments in the form of questionnaires and interviews (Baumgartner & Hensley, 2006).

Data Analysis Techniques, research and development using quantitative and qualitative descriptive analysis. Qualitative data analysis techniques of data analysis stage includes data reduction, data presentation, and conclusions or data verification. Quantitative descriptive data analysis techniques percentage form.

RESULTS AND DISCUSSION

Results

Data obtained from the respondents amounted to 97 people Students Sport indicator material interest in kinesiology, the majority of respondents chose the alternative answers "less-is not interested" 78.10% (68 of 97 respondents), there is no learning resources (85 = 87, 63% of 97 people). Respondents amounted to 77 people (79.38%) of

the 97 states "in dire need" of technology-based learning resources nonprinting form of mobile e-learning and respondents expressed very helpful learning resources (78 = 80.41%).

Under the conditions of the riel solutions offered by the researcher to the respondents: guests will be the development of the learning resources, respondents who selected "agree" totaling 88 people (90.72%), which states "agree" nonprinting technology-based learning resources in the form of mobile e- learning amounted to 76 people (78.34%), respondents said they would get practical learning resources in the form of mobile e-learning amounted to 85 people (87.63%).

The results of the evaluation and expert validation of the product is designed as a learning resource materials Kinesiology Sport forms of mobile learning is done by an expert on anatomy, kinesiology and expert sports results are derived from 11 indicators outlined in the questionnaire instrument from the aspect of suitability of the material, the accuracy of the material, ease to learn , easy to do, the attractiveness, usability, usefulness, importance, usefulness, depth of content and completeness of the materials criteria for the validity of product to a learning resource response to the results of the expert all indicators have responded dominant choice answers "B and A" for each indicator score obtained 10-12 (maximum score of 12), these results indicate a very valid and can be used without revision (Akbar, 2013).

The results of the evaluation and validation of learning media expert showed that the indicators of fitness for purpose, characteristics of potential users, learning resources, accuracy, ease, the attractiveness, usefulness, efficient, media quality, media significance of the result that all the indicators addressed by media experts 100% each indicator so that the validity criteria showed a very valid (without revision) (Akbar, 2013). Kinesiology means learning resource material form of mobile learning can be used for field testing small groups.

The results of small group trial to potential users amounted to 50 people, the items in the questionnaire amounted to 50 items that have 19 indicators obtained results on the indicator accuracy, pleasure, practicality, ease do, the attractiveness, clarity, difficulty, usability, usefulness, and usefulness, of respondents who the indicator responds at between 32-38 people (64.00% -76%), so that the indicator validity criteria including valid and there is some minor revisions to the material that is designed kinesiology. Suitability

indicator, active learning, independence, effectiveness, practicality, desire, interest, criterion validity showed extremely valid (80% -86% = usable) (Akbar, 2013), an average of 76.95% criterion validity and revision teradapt small products. Results minor revisions that have been made, so that the product can be used to test large groups.

The trial results against a large group learning resource material form Kinesiology Sport mobile learning potential users totaled 140 Sport Students have responded to the questionnaire which comprised nine indicators were plated on 50 items of questions obtained an average yield of 88.57% validity criteria include the category of very valid and can be used (Akbar, 2013). Means the results showed the accuracy, suitability, practicality, ease do, the attractiveness, clarity, meaningfulness, and usefulness of products produced learning resources. Relation to learning media in the form of mobile learning indicator of the level of difficulty of use, suitability, active learning, independence, effectiveness, desires, interests, the usefulness of the product, practicality of the product, and the level of efficiency of time, respondents chose the option "disagree-strongly agree totals 119 people (85.00%) include the category of very valid and that the product can be used (Akbar, 2013).

Discussion

Discussion Response Division of Anatomists, Kinesiology, Sport and Media Experts to the Product Learning Resource Materials Kinesiology-Based Mobile Learning

The results of the analysis of the data on the instrument which has responded by anatomists, Kinesiology and Sport as respondents, the results of the evaluation and validation product to a learning resource response to the results of the expert all indicators have responded predominant answer choice "A" for each indicator score obtained 10-12 (maximum score of 12), these results indicate a very valid and can be used without revision (Akbar, 2013) and results from media experts all indicators responded by expert media 100% of each indicator that shows very valid criterion validity (without revision) (Akbar, 2013), thus meaning a learning resource materials kinesiology form of mobile learning can be used for prospective users.

Sport Kinesiology source of learning materials are developed based on the results of the analysis have demonstrated the suitability and accuracy, with the validity criteria, including very valid, it means that the learning resources developed have had accuracy and compliance with the material presented. Anitah (2014) opinion that the selection of learning resources should: (1) adapted to the learning objectives were formulated, (2) customized learning situation, (3) the ease that

is a learning resource that is easy to choose and learn, (4) the flexibility that is a source of learning flexible for use on a variety of subjects and learning objectives, (5) the practicality and simplicity, (6) the ability of educators and (7) economical select learning resources effectively and efficiently.

Abdulhak and Darmawan (2013) says that the learning resources is one important component that can assist in the learning process, namely as a power that can be harnessed for the benefit of the learning process, either directly or indirectly, making it easier for learners to achieve its goals. Use of learning resources is very important, because it will bring students to the mastery of science that is contextual and has a value of meaningfulness high, including the presentation of the new discoveries in the learning that optimize learning resources in learning (Davis, et., al., 2013). Variations in the creation of learning materials will establish communication to connect ideas between educators with learners (Munadi, 2012).

The benefits of learning resources in the learning (Abdulhak & Darmawan, 2013) is (a) provide a learning experience that the concrete is not directly to students, (b) Presenting the impossible is held, visited or seen directly, (c) adding and expanding the horizons of grain that is in the classroom, (d) to provide accurate information and the latest such as: textbooks, sources, and others, (e) to help solve the problems of teaching and learning both within the macro and micro environment, (f) provide motivation positive, all the more when designed penggunaannya appropriately, (g) stimulating to think, act and develop further, such as textbooks, reading books, movies and others that contain the power of reasoning that makes the students are stimulated to think, analyze and develop Furthermore.

Learning can be said to be effective if teachers were able to take advantage of resources and instructional media in accordance with the demands of the curriculum imposed on learners (Vernadakis, 2012). It is important to deliver the students to be able to construct his own knowledge, so that students can be motivated to learn secara active, meaningful, and concerned with the whole life skills (Davis, 2013). Significance is determined by the utilization of learning resources and learning media (Akbar, 2013).

In line with these impacts learning resources are attractive, Rusman, et al., (2012) illustrate the theory studied law "practice" and "effect" which states that if a child is interested in what is encountered, then he will be

encouraged to increase the intensity of learning and accompanied by exercises. The results of the implementation of these laws is a potential protege will increase and the achievement of learning outcomes as expected. The impact of the application of that law that spur potential users to further increase the effectiveness study independently with high intensity (Akhmad, 2016).

Learning mobile learning brings benefits availability of teaching materials that can be accessed at any time and visualization of interesting material (Darmawan, 2012). Sutopo (2012) argued that mobile learning is a learning model that utilizes information and communication technology. On the concept of the learning mobile learning brings benefits of the availability of teaching materials that can be accessed at any time and visualization of interesting material.

The application of the theory of learning readiness (Hastie & Martin, 2006) or the readiness to learn is an activity that needs to be done. This is because the readiness associated with the successful adoption of mobile learning, meaning that the application of mobile learning in the learning depends on the readiness of someone facing challenges related to the learning model used educators. If an individual has a specific learning readiness in learning to use mobile learning models, it will increase the willingness and ability to participate in the implementation of learning using learning media mobile learning (Yamasari, 2010).

Darmawan (2012) argues for learning started to focus learning model that is able to facilitate the learners and educators, developing multimedia learning shift toward mobile learning shape and unify the concept of mobile multimedia with the presentation of innovative learning. Some of the advantages of m-learning compared to other study is (Sutopo, 2012) (1) can be used anywhere at any time, (2) most devices move has a price relatively cheaper than the price of a desktop PC, (3) the size of the device small and lighter than a desktop PC, and (4) expected to include more learners as m-Learning utilizing technology that is used in everyday life.

Users Candidate Responses to the Learning Resource Materials Products Kinesiology-Based Mobile Learning Based on Field Test Results

Lack of technology tools used in the classroom learning, as is thought to be one of the causes of weak education in this case the conduct of the learning process in general (Zuchdi, 2009). Therefore, it is important to the development of learning media in the form of a learning resource that is a source of learning materials Sport Kinesiology-based mobile learning. Analysis of the products based learning resources mobile learning results obtained 73.57% and 18.57% stated

precisely stated very precise, and 7.86% said less precise. Judging from the level of urgency and usefulness of products, convenience products, reported a level of efficiency is very high. Judging from the level of difficulty of products 74.29% said it was not difficult, and 25.71% said it was difficult. Means the use of mobile learning media appropriate packing materials Kinesiology and learning resources are not difficult to use, has a value of usefulness and practicality are very high and capable of increasing independence in learning.

Based on the analysis of data from the test group respondents large majority of respondents wanted media interactive learning technology-based media such as e-learning, or mobile learning, the most widely selected by respondents are mobile learning is chosen by 123 votes (87.86%). This may be due to learning by using mobile-learning has advantages for users, such as (Sutopo, 2012): (1) Convenience: users can access from anywhere in the learning content including quizzes, journals, games and more, (2) Collaboration: learning can be done at any time in real time, (3) Portability: the use of the book is replaced by RAM with learning that can be arranged, (3) Compatibility: learning is designed for use on mobile devices, (4) Interesting, (5) learning combined with the game will be fun. Model of learning using technology-based media such as mobile learning is a form of intelligent solutions recent learning (Darmawan, 2012).

The concept of learning to use mobile learning to bring the benefits of the availability of teaching materials that can be accessed at any time and visualization of interesting material. It is important to note that not every suitable teaching materials utilizing mobile learning (Abdulahak & Darmawan, 2013). Rusman, dkk. (2012) found based learning mobile learning if designed properly and appropriately, it makes learning more fun, have an element of interactivity is high, learners become more active, independent at a given time, is responsible for learning, and will force students play a more active role that is more in accordance with their will berinisitif respectively. As a result, learners remember more material presented, has a high flexibility, delivery of learning materials may take the form of digital data such as a smartphone or mobile phone. Thus the mobile learning will act as a supplement and complement the learning that makes educators represent a very important source of learning.

Associated with the use of electronic media in learning, Roesdiyanto, et al., (2009)

conducted a study on the Model Training and Learning Physical Fitness-Based Learning, conclusion of the study that the product training model of physical fitness-based Learning appropriate for the training of physical fitness and are not difficult to use, usefulness and practicality value is very high. Sulistyorini, et. al. (2009) has conducted research on "Development of Physical Fitness Instructional Model Secondary School using learning" conclusion of the study that learning to use e-learning is ideal for learning and physical fitness is not difficult to use, the value of the usefulness and practicality are very high. Means the appropriate use of e-learning in teaching physical fitness and are not difficult to use.

Thus it can be said that the use of information technology-based learning media such as mobile learning is a form of learning that is unique because learners can access learning materials, referrals and applications relating to learning, anytime and anywhere. The impact of the adoption of the media in learning will increase learners' attention on learning materials, making learning becomes pervasive, and can motivate learners lifelong learning (life long learning).

CONCLUSIONS AND SUGGESTIONS

Conclusions

Relative analysis of data obtained from the evaluation experts and the results of testing a large group, the conclusions of the results of research and development are formulated as follows. First, Based on the evaluation and validation of ahi anatomy, Kinesiology, Sport and expert instructional media, conclusion of the study showed that the resulting product accuracy, the attractiveness, convenience, usefulness, practicality, and compatibility with potential users have very high validity criteria. Secondly, Based on the results of a large group trial, conclusion of the study showed that the resulting product accuracy, the attractiveness, convenience, significance, usefulness, practicality, and demonstrate compliance with the characteristics of potential users and not difficult to use has a very high validity criteria.

Suggestions

Based on the results of the evaluation and validation of experts and refers to the results of testing a large group, it can put forward suggestions on the research and development as follows. First, For educators, so that learning can interest and motivation to learn in students, it is advisable nonprinting educators use learning resources that have been tested are packed car shape learning. Second, For Learners to increase the independence of learning, learning effectiveness and efficiency of the time, advised the students to study Kinesiology

Sport courses using learning resources nonprinting mobile learning as a form of tested products. Media mobile learning can be used anytime and anywhere, so it is advisable for learners are able to optimally utilize learning resources and mobile learning media can be used to learn the material Kinesiology efficiently and effectively.

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ANALYSIS THE MAPPING OF THE PRIMARY SCHOOL TEACHERS IN SRAGEN ERA AUTONOMOUS REGION

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ABSTRACT

This research was conducted to find out the description and impact mapping needs and competence of educator elementary school in Sragen. In the time of regional autonomy, each district has a special authority one of them in the management of the education system. With regard to this, researchers wanted to examine further on "mapping Analysis of elementary school teachers in Sragen in autonomous region". The research method used was explanatory survey methods with a qualitative approach. The technique of data collection is done with the study of the relevant literature, observation and interviews with informants. The results showed that from the analysis of the mapping generates the effectiveness of mapping the needs of educators in primary schools both in town and in the villages are tailored to the duty hours of teaching and teacher needs each school level as well as equitable certified teachers in the Regency of Sragen. From the results of mapping raises some issues for teachers who are already settled in early and teachers had difficulty in managing the administration of learning. This is because primary school teacher is the teacher of the class. These results can be seen from the results of research that shows the distribution of the number of teachers each school needs every town is different and the barriers experienced by the teachers.

Keywords: mapping, teacher, autonomous region.

Autonomous region is one of the changes from the centralized system that led to decentralized system. Decentralization requires will progress and development in the area which is better based on the potential of the variety as well as one of the policy of decentralization was also autonomous childbirth education (Nurdin & Sibaweh, 2015:23). With the enactment of the autonomy of the respective areas of education are expected to improve the quality of education. In the autonomous regions, each region has a special authority one of them in the management of education Education Management Government pays attention to the aspectsof fair quality, and access to sufficient education. This is in line with the publication of *Peraturan Bersama Menteri Pendidikan Nasional Nomor 05/ X/ PB/ 2011, Menteri Negara Pendayagunaan Aparatur Negara dan Reformasi Birokrasi Nomor SPB/ 03/ M.PAN-RB/ 10/ 2011, Menteri Dalam Negeri Nomor 48 Tahun 2011, Menteri Keuangan Nomor 158/ PMK.01/ 2011, dan Menteri Agama Nomor 11 Tahun 2011 tentang Penataan dan Pemerataan Guru Pegawai Negeri 421 Sipil* Promulgation of this rule may be caused by problems and complaints about equity and distribution of teachers.

Autonomy education each area which should be followed by autonomy at any school/educational units. Can be seen in *Undang-Undang Nomor 32 Tahun 2004* gives the same opportunities in each area of operational policies

in the management of education became the authority local governments (provinces and district/ city), while its operational activities into tasks and responsibilities of each unit of education (Nurdin & Sibaweh,2015:29). The authority of local government with the purpose of granting of educational services to the community are adequate and without causing a gap so that the achievement of the objectives of education. The problem of the gap covered a wide range of related matters such as quality, facilities, budget funds, the competence of educators, educators, and others.

The gap in education and equalization distribution of teachers requires serious attention. According to Ali (2009) education namely development challenges improving the quality and relevance of including reducing the gap between the quality of education of the region. National education development is faced with two choices of priorities is equalization access and quality improvement at different level of education. In this case equalization educators who have superior competence should be tailored to the needs and problems of education in every school. Furthermore according to Nurdin & Sibaweh (2000:30) states that the quality of education include the quality of the output, the quality of the process and the quality of the input. Be aware that the quality of the input sources include teachers, students, budget, facilities and parents of students who support each other to the achievement of the objectives of education

Associated with improved quality of education, the role of teachers as educators is a very important part in the system of national education. Refer to *UU No. 14 tahun 2005*, teachers have a very strategic role in improving the quality of education through competency. As for the competence of a teachers determined through expertise and specifications in accordance with the level of education acquired. This is in line with the assumption that the allowance of the profession to the teacher at the elementary school then the Government also demanded that the level of expert in teaching. The teacher is the spearhead of the success of the educational system. Teacher expert is the answer to all the doubts of the community and the Government in giving trust to improve the quality of education (Nurdin & Sibaweh, 2015:180). So teachers holders of key in the success of the implemented curriculum based on strategies in the exercise of learning in every school.

In *Undang-Undang Nomor 14 Tahun 2005* stated that the workload of teachers teaching at least 24 hours and as many 40 hours of week face-to-face. Next *Peraturan Menteri Pendidikan Nasional Nomor 18 Tahun 2007* about certification for teachers in the office mandated that teachers who have obtained the certificate of educators, registration number, and have met the work load taught face to face at least 24 hours in one week earn perks of the profession of one times base salary. Not all teachers are in ideal conditions with a load of teaching face to face at least 24 hours per week. Therefore required the addition of hours teaching for teachers in fulfillment of compulsory teaching for a minimum of 24 hours in one week that teachers who already have a certificate of educators acquire the right is the perks of the profession.

The distribution of a good teacher is able to lower the level of quality of education gaps in rural and in urban areas. This is in line with the opinion Utomo (2013:1) that teacher and equitable arrangement is the mandate of the joint decree 5 Ministers to increase the effectiveness and efficiency of utilization of educational resources as well as reduce the gap the quality of education. Gaps in the quality of education, one of which was caused by the spread of teachers who are less evenly distributed between rural and urban areas.

Based on observations and interview found cause initial mapping elementary school teacher in Sragen. The main trigger was the shortage of certified teachers teaching hours. A teacher can not meet the number of hours of

teaching as many as 24 (twenty-four) hours of face to face per week due to one or more of the conditions as follows: 1) the number of learners and groups of learning too little will cause the number of face to face hours for certain subjects have yet to reach the figure of 24 hours per week; 2) number of hours of instruction certain subjects in the structure of the curriculum there are only 2 hours per week of other foreign languages, among others, result in teachers who teach these lessons can not meet the obligation to face at least 24 hours every week; 3) the number of teachers in one school for certain subjects too much; 4) schools located in remote areas usually have a number of slightly the learners and Special Schools because of the specificity of the program, number of participants very little his protege. Because groups of learning a little then resulted in a teacher teaching not until 24 hours every week; 5) some teachers complain because by teaching in school that cause different mind and more power especially in looking for a school teacher to teach, clocks fulfillment should try it yourself.

Based on the above issues can be deduced how how the description of the mapping exercise of primary school teachers and the impact of the mapping in the era of regional autonomy. So in this study aims to analyze and describe the mapping implementation as well as the impact of the mapping needs of teachers and even distribution of competencies of primary school teachers who are certified in the Sragen district in the era of regional autonomy.

METHOD

This research was conducted in primary schools in Sragen. Research carried out for 5 months starting from May 1999 until September 2016. Research activities include the preparation of research, collection and processing of data, as well as the preparation of research reports. This study used a qualitative approach. According to Sugiono (2013:14) "qualitative research methods based on the philosophy of postpositivisme, is used to examine the conditions of natural objects, where the researchers as key instruments, sampling the data source are executed purposive and snowball, techniques of collecting with the triangular nature of the inductive, data analysis, and the results of the qualitative research emphasizes the meaning of". Inductive in nature qualitative researchers let the problems emerging from the data or it is left open to interpretation. The data collected with careful observation and analysis of documents and records.

The type of research used in this research is descriptive research. Opinions of Noor (2011:34-35) "a descriptive research is research that describe seeks a symptom, events, events that occurred when

the now". Descriptive research answers the question what with more detailed explanation in a corresponding research problems. Qualitative research using the natural environment as a source of data. According to Sugiono(2013:308) "sources of data in qualitative research is a source of primary data and secondary data sources. With the techniques of data collection in the form of observation and documentation. Further analysis of the data used was according to Miles and Huberman performed interactively through a process of data reduction, data display, and verification. The validity of this research data using triangulation.

RESULTS AND DISCUSSION

Implementation of the mapping of the primary school teachers

Educational reform starting from the bureaucracy of education, curriculum, teacher training and so on the profession. One part of the reform of the teaching profession, it is the obligation of teaching 24 hours of teaching. In field observations and conducted interviews found many teachers, the principal party in the Sragen District Education Office lacking understanding of regulatory compliance burden of teaching. But the 24-hour fulfillment teaching closely related with the profession and benefits national teacher Setup.

Certified teachers who got the perks of the profession one times base salary the early enactment of the joint decree five Ministers about structuring and distribution teacher 2012 started the confusion looking for extra hours teaching. In accordance with the provisions of the certified, teachers can get the allowance certification if it meets face-to-face teaching hours at least 24 hours in one week. Before the decree came into force together five certified teachers, Ministers hours teaching face to face less than 24 hours per week could still meet with extra duties outside the classroom, such as extracurricular tutors, guardians and tutors, class packages A, B, and C.

With the Decree along with five Ministers of this teacher's teaching burden, really apply to face-to-face at least 24 hours per week and a maximum of 40 hours per week. As a result, many teachers who lack teaching hours, if not met, will not automatically benefit certification. In this case the teachers perceived difficulties certain subjects, such as religion, the arts, sports, and the English have two hours in class in one week. It is increasingly difficult to be fulfilled if the groups of learning at school a little bit, especially small private school. So the conditions in some schools

became less conducive because the basic division of hours taught do not refer to the provisions of the joint decree five Ministers. The Division is more based on seniority, not performance or competency and accomplishment, the number of teachers certified, while more and more hours of instruction at the school is limited. Coupled with the number of groups of study of each school that is uneven. The school quality are seen superior to have a number of groups of study that exceeds rules that have been set. It happened on a private or State primary school located in urban areas.

Teachers still are not able to meet the workload at least 24 (twenty-four) hours of face to face and up to 40 (forty) hours in one week on face to face educational unit where he was appointed as a permanent teacher, can meet the workload through a system of joint teaching team (team teaching). Team teaching has the principle that in one study group for single subject in the lead by more than one person the teacher. There will be two or three teachers who deal with a one-hour lesson in a groups of study, where one of them teach and pass on the lessons and the other acting as a facilitator or observer.

Through team teaching in addition to the accommodation aspect of his education methods, will also be supervised another aspect to know the level of understanding of pupils. Team teaching can be done by teachers in the same school or by teachers from different schools. Team teaching can be implemented if the demands of the curriculum requires more than one person teacher to handle one groups of learning the lesson that process is a single entity (can not be separated into place). Each teacher in one learning process has the task of each of which is implemented in the same time in a single groups of study.

Teachers still are not able to meet the workload at least 24 (twenty-four) hours of face to face and up to 40 (forty) hours per week on face-to-face educational unit where he was appointed as a permanent teacher, can also be given the task of carrying out special remedial and enrichment. Special remedial and enrichment has the principle that the assignment is specifically for one person teacher to a group of learners who require guidance in particular. The teacher who got the task of teaching load of synchronization with 2 hours each week. There are conditions for teachers who are contextual it is not possible to have a 24 hour teaching load. The conditions in question are as follows: 1) served on special education services unit; 2 special experts); 3) required on the basis of consideration of the national interest.

The fulfillment of these minimum teaching hours should be evidenced in the real or physical

evidence such as the schedule of tasks and Division of Administration should be done by the teacher each semester. For teachers who are subjects, the school is obligated to perform the optimization of structuring and equitable teaching load of teachers. If there are still teachers who have not been able to meet the burden of teaching face to face at least 24 hours per week, the fulfillment of the burden of teaching learning activities performed through equivalence /supervision. But many teachers especially old teachers have difficulties in terms of administration reporting the fulfillment of teaching hours.

Equivalence of the learning activities/ supervision) recognized at most 25% of the burden of teaching teachers or 6 hours per week face-to-face as evidenced by the physical evidence. Physical evidence of equivalence of learning activities in pursuit of the form/ photocopying/ copy that legalized by the principal and presented to the education service districts/cities/provinces in accordance with those powers to be verified. Further education service reported the results of verification to a related Directorate handles the teachers as the basis of the publication of the Decision Benefits the profession. However, for homeroom and teacher picket could breathe a sigh of relief, because their work is appreciated, in contrast to his previous homeroom and teacher picket do not count hours. To homeroom calculated 1 hour lesson for one classer year. While for teachers picket calculated 1 hour lesson for one time in a week.

Positive Impact

The obligation to teach 24 hours of face-to-face teaching per week is said to be positive because the task of the teacher is to be effective in the school adapted to the allowance has been granted. It is tailored to the purpose of structuring and equitable teacher of civil servants to improve the quality of education through the provision of teachers in the long term completely. Certified educators. Teachers who are certified educators expected to become professional teachers.

Teacher professional development is the key to quality education. On the one hand, the Central Government's interest against the success of Equalization and structuring of teachers because it will suppress the teacher needs civil servants. If the PPG works, where the teacher is no longer concentrated in particular schools and distribution evenly in all schools, this will reduce the number of national teacher's needs. The decline in the number of

national teacher's needs will in turn suppress national budget allocation to finance shopping teachers in the form of salary, allowances, and so on.

Negative Impact

On the other hand the Division confuse the principal teaching hours. Will ultimately create problems in junior teachers or honorary teacher. In a joint Decree Five Ministers, a teacher of civil servants who lack teaching hours are only allowed to cover the shortfall with its teaching in public schools only. But all along, many teachers are civil servants who cover the shortage of hours teaching with teaching in private schools is poor, around their tasks without being paid. This provision eliminates the rights of poor children to acquire learning from teachers who are already certified. In this case there is a dichotomy between State school students and private school students.

Teachers who acquire another school as a place to add to the number of hours of face to face, meaning a teacher must teach in some places. It certainly takes time, cost, and more power, so it is not efficient. This causes the teacher to be less concentration in teaching and as a result the learners be not optimal in the lesson. In addition, time is not an effective way to teach at other schools would result in teachers do not have sufficient time to read, write, draw up implementation plans, Learning and improvement of professionalism. Thus, it can be assumed that the regulation together with 5 (five) Minister of neglecting quality improvement efforts and burden the teachers.

CONCLUSION

Fulfillment of obligations taught for 24 hours in one week of face to face is a consequence that must be carried out by a teacher to obtain allowances of teachers. Fulfillment of obligations 24 hours may be a solution of the equitable distribution of teachers. This step is also performed as an attempt to keep it from happening between teachers teaching hours inequality in one school and the other schools. In addition to anticipate not maximum empowerment teacher, then the necessary calculations and mapping teachers in each district/ city with better.

Successful implementation of teacher workload fulfillment relies heavily on understanding, awareness, involvement and an earnest effort from all their associated elements, as well as Government and community support. Successful implementation of the fulfillment of the work load of teachers has also become a real hope for the development of education, teacher professional development that is able to produce a decent intelligent Indonesia in a fair and competitive,

quality, and relevant to the needs of the global community and Indonesia.

The spread of uneven teacher raises the occurrence of inefficient utilization of teachers in some places. Teachers who do not meet the obligations of the 24-hour face-to-face teaching per week recommended for mutation/transfer to another school the teachers hortage. The arrangement of the transfer of teachers following the policies of the respective local government through the Department of education. Should the fulfillment of hours taught by teachers who lack teaching hours are set by the local education Office, so that the teacher is not confusion in finding the school shortage of teachers in teaching.

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PARENTING PARENTS AND SELF-STUDY CHILDREN AGES 6 YEAR IN EDUCATION EARLY CHILDHOOD SANDAT KUNING MATARAM

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ABSTRACT

The article a pattern Foster parents toward self-learning children aged 6 years, the likelihood of children applying simple learning of independence. This pattern has been developed on the basis of relevant theories, and initial implementation in early childhood education, Reef Environmental Madain Mataram. This pattern is developed based on the four steps in the cycle of child's independence: heredity, upbringing, physical condition, the order of birth. This preliminary study is intended to determine the feasibility, practicality and ability independence from parenting to be applied in early childhood education settings. Based on preliminary findings, early childhood parenting will be established based on the condition of the parents was at home. This pattern will provide a valuable contribution to the education of people host in their homes to maintain and improve parenting in improving the quality of education of parents, and therefore can provide quality service to children.

Keywords: parenting, early childhood, parents

Having children independent, tough and brave is the dream of every parent. The duties and responsibilities of parents a family towards their children's education is more the formation of character and manners, social skills training and education, such as helping, jointly keeping the house clean, maintain good health and peace of the household and the like. In the framework of the implementation of national education, the role of ancestry as educational institutions increasingly visible and important.

The role of the family, especially in the cultivation of attitudes and values development of talents and interests and fostering talent and personality. In connection with the planting of Pancasila values, religious values and the values of trust in the Almighty God begins in the family.

Based on the above opinion is clear that the role of education in the family and community is very important, because through education will determine a child's character and his future and as a parent who is a teacher first and foremost for the child then the child will learn life and through parents nor children learn will develop all aspects of his own for the parents play a role in guiding and motivating children to develop themselves, especially when the child is 6 years old.

From the observations of researchers Thursday, 11 February 2016 that the ECD Integrated Environmental Sandat Kuning located in Medain Karang Barat, Mataram West Village, District Selaparang Mataram, West Nusa Tenggara Province. The distance to the center of districts \pm 500 m and the distance to

the city center \pm 500 m. Beginning naming Sandat Yellow organization called early childhood, because the needs and desires of the parents of students, the institution changed its name to Integrated ECD Sandat Kuning. Under the auspices of ECD then the institution has a container Kindergarten (TK) and play group (KB) so that people around the reef medain west and its surroundings can leave their children with a sense of security, comfortable and has activities in the learning process in accordance with the child's age early.

Integrated ECD was established on June 1, 2012 which was pioneered by the Chief of Integrated Early Childhood Sandat Kuning (Ni Luh Putu Arini) on their motivation to establish early childhood education institutions in the reef environment medain. Beginning of Education established an environment of coral medain West because of an observation and observation about the absence of the container body to foster and nurture early childhood due to some environmental factors that will have an impact that is not good for the personality and character of early childhood. Of the impacts that such as gambling, drinking drugs and juvenile delinquency resulted in moral and ethical child no more, because that arise an idea or desire of the head of ECD Integrated Sandat Kuning to change environmental conditions better by setting up a early childhood education institutions. Thus early age children were saved from routine or environment with a variety of activities in early childhood education institutions.

Early childhood is a part of a child in the age range of birth to 6 years. At this age the terminology referred to as pre-school age children.

Aged 6 years is a sensitive period for the child, the child begins to receive berbagai sensitive development efforts throughout the children's potential. Sensitive period is a period in which the maturation of the functions of the physical and psychological ready to respond to the stimulation provided by the environment, this period is a time to lay the first foundation in developing physical abilities, cognitive, social, emotional, self-concept, self-discipline, self-reliance, art and values religious values. Therefore, in need of stimulation conditions and in accordance with the needs of the child to the growth and development of children achieved optimally.

The role of children in independent study, especially parents is in need in developing the potential of children 6 years mainly in children's language development. Development efforts should be made to play while learning activities or learning while playing. By playing the child has the opportunity to explore fun. Besides playing helps children to know themselves, other people and environmental.

METHODS

The study design is based on research problems. In this study, using the phenomenological qualitative descriptive approach. The approach begins with inductive and deductive thinking. Conclusions are drawn based on empirical data. While more research attention directed at the establishment of a substantive theory based on concepts arising from empirical data that will be later findings. So that qualitative research is research that produces descriptive data in the form of words written or spoken of people and behaviors that can be observed (Margono, 2003).

The location of research in early childhood which is in the Sandat Kuning Environmental West Karang Medain, Mataram West Village, District Selaparang Mataram, West Nusa Tenggara. In qualitative research, the researcher's presence acts as well as a data collection instrument.

Related to this research, then as a primary data source (primary) is the data prepared in the form of words and actions of those who observed or interviewed (the object of study) are then recorded through the notes, through a video recorder / audio tape, shooting (photos). Event data collection is a very important part in a research however does not mean that the other part is less important even in qualitative research, collection and analysis of data carried stimulant. The point is that while collecting the data, researcher and perform data analysis in this context the role of the researcher as a

manager investigators also as the only instrument. In this study the form of the interview was used directionally or free guided interview is an interview conducted freely, but can not be separated from the main issues that will be asked. In this study, interviews were conducted with head of early childhood, early childhood teachers, and parents of early childhood Sandat Kuning Mataram. In the analysis of data to be checked according to the type of data processing used in the respective issue then concluded for the whole problem under study (Faisal, 2001).

The collected data is then performed distinctions, where distinctions are meant to categorize the type of data collected, before the data is input into the research. In this study, data processing method used is descriptive method, which is a way of analysis or processing of data by way of systematically compiled in the form of words or sentences and eventually obtained a general conclusion. In qualitative research, the research conducted by three techniques: 1) data reduction, 2) Presentation of data, 3) inference of data (Sugiono, 2007: 89). Related to this research analysis conducted by three of the process considering this study used a qualitative approach.

The validity of the data is intended to obtain a level of trust with regard to how far the research results reveal the truth and clarify the data with actual facts on the ground. For the data obtained by researchers credible and justified scientifically, the research to check the validity of the data by maintaining credibility, transferability, dependability and confirmability.

RESULT AND DISCUSSION

The first study conducted by Rian Taruna in the thesis titled "The Role of Parents in Early Childhood Education". The result of this research is the role of education in the family and community is very important, because through education will determine a child's character and his future, form the character and manners, skills training and social education. The role of the family, especially in the cultivation of attitudes and values development of talents and interests and fostering talent and personality (Rian Taruna, 2010). The relevance of the research to be conducted by the researchers is related to the parents' parenting role in the social development of children aged 6 years.

The concept is the raw material of a study that will be in surgery in each of the buildings, the theory most fundamental conceptual level that includes definitions, conceptual analysis, and a statement confirming the presence of symptoms empirically shown in the statement of intent Suprayogo and Tobroni, (2001), The concept can also be used to understand everything that is distinctive that already exist in a which has been

expressed so openly can be observed with the naked eye carefully (Wuisman, 1996).

In connection with the above concepts are included in this study are as follows:

Pattern foster parent is a pattern of behavior that apply to children and are consistent from time to time. This pattern of behavior can be perceived by the child, in terms of negative and positive. According to Edwards, 2006 stated that parenting is the interaction between children and parents to educate, guide and discipline and protecting the child to reach maturity in accordance with the norms that exist in society.

Parents are the father and mother of a child, either through biological and social relationships. Generally, parents have a very important role in raising children, and call mom and dad can be given to women or men who are not the biological parents (biological) from a person who fills this role. According to Thamrin Nasution parents are each responsible person in a family or household tasks in everyday life called the father and mother. While Hurlock reveals parents are adults who bring children to adults, especially in the development phase.

In more detail can be described the importance of the role of parents for children's education, among others: (a) Parents are the first and main teacher for children. Through parents, children learn life through parents and children learn to develop all aspects of his personality. (b) Parents are the main protector of the child, (c) Parents are the source of life for children, (d) Parents are dependent upon the child, (e) Parents are a source of happiness for the children.

In addition parents have some role in educating children, among others: (a) Maintain physical health checkers child's mental, (b) Laying the foundation of a good personality (c) To lead and motivate children to develop themselves (d) Provide adequate facilities for development child. (e) Creating an atmosphere that is safe, comfortable and conducive to the development of children.

According Padil (2010) social development of children is a pattern of behavior, according to the theory of symbolic interactionism, human action is based on three things: (1) Humans act towards one based on the meanings that exist on something for them. (2) The meaning is derived from a person's social interaction with others. (3) The meanings of refined during the process of social interaction takes place.

The factors affecting the social development of children, among others:

- 1) The structure of the socio-cultural patterns of behavior that is expected Idial.

- 2) Factors that situation all the physical and social conditions which were and are applied in accordance with the social system.

- 3) The factors of personality that is all psychological and biological factors that influence the behavior of individual actors.

The process of social development of children through two ways: a) the process of social learning, which means learning to understand and know about the behavior and actions of the community through social interaction. b) The process of formation of social loyalty.

Program in Early Childhood Education is education that determines the formation of the child's personality. The process of early childhood education occurred since the child in the womb, infancy up to children aged less than eight years. Education is provided through the provision of educational stimulation to help the development and growth of both physical and spiritual.

Early childhood is a child whose age has not entered a formal educational institutions such as elementary school (SD) and usually they stay at home or follow the activities in the form of various educational institutions of pre-school, such as playgroup, nursery or garden childcare. Early childhood is children aged 0-8 years. While essentially an early age children (Augusta, 2012) is a unique individual, where he has a pattern of growth and development in the physical, cognitive, social, emotional, creativity, language and communication in particular that according to the stages that are traversed by the child. And various studies have concluded that early childhood is children aged 0-8 years who are in a stage of growth and development, both physically and mentally.

The period of early childhood is often called the "golden age" or a golden period. At this time nearly all potential child has sensitive period to grow and develop properly and terrific. The development of each child is not the same because every individual has different developments. The food is nutritionally balanced and intense stimulation is very important for proper growth and development of the. If the child is given stimulation or good nutrition, the hit process and child development will occur either.

The ideal and good education should be done since children birth through adolescence to be returned to nature or natural approach. If a child can be one with nature will he be happy and will grow curiosity. Children should be able to develop naturally without a hitch. Parents must provide freedom in accordance with his talent. In the opinion of Marun Lauther (1483-1546) family is the most important institution for the education of children. Lauther encourages parents to guide children in religious education from home.

Meanwhile, according to Ki Hajar Dewantara education unbiased cultivation of character value, artistic value, cultural value, intelligence, skill and religion. Among the system is how to approach, or educational methods most appropriate to do in Indonesia, even said "Education is the servant of the child", this proves that education should serve and give freedom to the child to be happy.

Independent Learning good learning is familiar with the various concepts through the child's own experiences, among others: through counting, measuring, taste, and touch or touch. All that can be obtained if from an early age are taught in trouble, both heavy and relatively light. Habits spoiled an attitude that should be removed so that they can solve their own problems without help from others. One way to develop self-sufficiency in children is to introduce value activities adventure. Mother possessed the greatest responsibility in educating children. The most important principle is to learn through play Zaenab (2015). Early childhood education programs are considered important include.

The theory of social development to support social research is tori children used in the field of philosophy and sociology of human development. If in educational psychology discussed about human development from the psychological side, then in the sociology of education discussed about human development in terms of sociological. According to Abu Ahmadi theory of social development processes are categorized into: 1) Theory of nativism. Nativism theory says that humans will evolve like what it is heavily dependent on nature; 2) Theory of Empiricism. The theory of empiricism says the development of the child is influenced by environmental factors, while the carriage had no effect; 3) The theory of convergence. This theory said that human development depends on two factors: innate factors and environmental factors or school.

Thus the theory of the above contribute to the upbringing of parents and independent learning of children aged 6 years on early childhood care and Sandat Kuning Mataram.

CONCLUSION

From the results above it can be concluded that parenting parents with children in early childhood learning independence in the

social development of children 6 years of age is necessary so that the child can get along with peers and explore talents or capabilities. Child learning independence will give a guidance which is based on parenting and child development. Social development of children is the learning process of individuals to behave in accordance with the standards contained in the culture of the community. But in reality the role of parents in their children's social development, especially independent learning for young children are age 6 years to the development potential of children is lacking. This can be seen when children get along with their peers is still very limited by the parents so that the socialization process is individual study habits, attitudes, ideas, patterns of values and behavior with a standard of behavior in which he lived is still lacking which would give effect positively to the growth and development for children.

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DEVELOPING LIFE SKILLS THROUGH PRIMARY SCHOOL STUDENTS LEARNING PROJECT BASED MATH

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ABSTRACT

Life skills are skills that one has to dare to face life's problems with reasonable without feeling pressured, so someone will proactively and creatively search as well as finding solutions to overcome the problems that it faces. Life skills are classified into two skills, namely life skills in general, namely self-awareness (personal skills); rational thinking skills (thinking skills); social skills (social skills); and life skills in particular, the intellectual faculties (the academic skills); social skills (vocational skills). Life Skills can be developed early start at primary school age. Curriculum SD 2013 signaled learning in school refers to the active learning centered on the student. Based on of the gesture learning in schools should be directed to the scientific approach. One of the learning which refers to the scientific approach, the project-based learning that is adapted to the character thinking of elementary school students. Elementary students are at the age of 7-12 years have a level of concrete operational thinking. At the age of elementary school students still have the ability to think holistically to address a problem. In connection with the character of elementary school students in teaching mathematics abstract should be adjusted to think students. One of the subjects that facilitate the development of life skills that mathematics learning materials. Mathematics as a basic science which cover all the science associated with abstract ideas are arranged in hierarchical and using deductive reasoning / logic. Learning mathematics in elementary school must be adapted to the character of students as learning subjects. This can be done by implementing a Project-Based Learning Mathematics. Packaging of project-based math learning step, starting from determining essential fundamental questions or inquiries; design planning activities (project); draw up a schedule of activities, monitor the progress of activities; test the process and learning outcomes; evaluate the experience of implementing the activities (projects). Armed with strive math skills students are able to develop their creativity so that they can develop life skills.

Keywords: *life skills, project based learning, mathematics, elementary school*

Law No. 20 Year 2003 on National Education System (USPN) suggests an increase in the quality of education nationwide. Improving the quality of education related to improving the quality of the Indonesian people fully inter alia through though the heart, though the thought in order to compete. In accordance with USPN is explained that education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners can actively develop the potential for him to have the spiritual power of religion, self-control, personality, intelligence, noble morality, skills needed him, society, nation and state. Thus the purpose of education is to help students to be later able to improve and develop himself as an independent person, as a society and as citizens (Dawn, AM.2008 / <http://www.mbs-sd.org/isi.php?id.=82>).

Efforts to improve the quality of education has been carried out thoroughly covers aspects of knowledge, skills, attitudes and values. This was carried out from higher education to the most basic levels of education, namely primary school. The concept of education led to the establishment of the Indonesian people in the future to bring the

determination of the basic learning needs in schools. One of the concepts related to learning basic skills is a basic (basic skills), the ability of the minimum that must be owned by the students to continue to develop themselves. There are three elements ("3 Rs), namely reading, Writings, and arithmetic, is a set of basic skills that should be mastered by students. All three of these elements support the implementation of basic learning. Learning basic includes six components: reading, writing, and arithmetic (mathematics), as well as cultural information (either in Indonesian language, science, social studies), English, and Computer (Sonhaji, A.2013: case 100). The development of these aspects strived to improve and develop life skills, through a set of competencies that must be achieved by students in order to survive, adapt, and succeed in the future.

Mathematics as one lesson in elementary school is inseparable from the concept of basic learning in education and improving the quality of the education. For the application of mathematics learning need to be reviewed / improved / adapted to the rules of education and training. In order for the learning of mathematics has value and results to fit the needs of students, the learning must be pursued on learning that leads to the fulfillment of

the needs of students in the future. Learning mathematics meant that learning life skills through project-based learning. Thus the teacher in teaching mathematics should adjust the characteristics of the material (content) of subjects, with mathematics learning approach in accordance with the level of thinking, student characteristics and needs of students in the future. Elementary school students are still in the stage of concrete thought to have characters like to play, like manipulating concrete objects to get / find something. Thus the stage of thinking that needs to be used for learning math teachers effectively, by implementing learning refers to the development of life skills.

Observations in several areas obtained information that students have not been able to plunge school graduates in the community to the fullest, because they are less skilled and creative in solving problems in everyday life. For example, students can not calculate or determine the outcome of the calculation math quickly and accurately, so that it can inhibit the settlement of problems faced by students in the community or the world of work. This is due to the level of student mastery in mathematics inadequate. For the mathematical skills of students ranging from elementary school needs to be improved early. This can be done by applying mathematics learning in creative and innovative through project-based learning. Had that skill proficiency students can support later life.

Less successful students in learning mathematics due to several factors that are common, namely psychological factors, physiological factors, pedagogic factors, environmental factors schools, facilities and infrastructure factors mathematics in elementary school. The lack of props, curriculum demands which must be met by teachers to be a target of achieving appropriate curriculum, the learning of mathematics in primary schools tend to be monotonous. Learning only lead to the complete absence of material without seeing the process of achieving this, so that the nature of elementary school students develop good universal interest, intellectual, physical, emotional, and social development is not realized by teachers and tend to be ignored. Besides, in general mathematics is still centered on the teacher. Learning Math is not associated with the formation of life skills students need to have in the community. After graduating students passive and often experience difficulties mainly in difficulty in solving problems in everyday life.

Based on the description above, the discussion in this paper is focused on the

development of life skills through creative and innovative math learning project based at the Primary School. The Objectives The discussion in this paper aimed at giving empirical overview of how to develop life skills through project-based learning math in elementary school.

DISCUSSION

The Concept Of Life Skills

According to WHO (1997) defined life skills as the skills or the ability to be adaptable and positive behavior that enable a person is able to face the demands and challenges of life more effectively. Barrie Hopson and Scally, argued that life skills are developing themselves to survive, grow and develop the ability to communicate and relate either Individual, groups and through the system in a given situation. According to Brolin (in Puskur, MONE ., Puskur, 2008: 4) life skills is the interaction of various knowledge and skills so that one is able to live independently. Life skills does not merely have a certain ability, but also has the ability to support basic functional. For example: reading, writing, arithmetic, formulate and solve problems, manage resources, working in groups, and using technology.

Development of life skills in question here emphasizes the following aspects: (1) Relevant skill to master learners, (2) the subject matter in accordance with the level of development of learners, (3) the learning activities and the activities of students directed to the achievement of competencies, (4) facilities, tools and adequate learning resources, and (5) capabilities that can be applied in the lives of learners. Life Skills has a very broad meaning if the learning activities designed to give a positive impact on learners in helping to solve the problems of life, as well as overcoming the problems of life and life is faced proactively and reactive in order to find a solution of problems. Those aspects of the above boils down to an increase in the development of life skills which is realized through the achievement of competency to be achieved by students in order to survive. Activities are integrated on existing learning. So no need to allocate separate time. Life Skills are grouped into two types: generic life skills (generic life skills / GLS), and specific life skills (specific life skills / SLS). Generic life skills, include: personal skills (personal skills), and social skills (social skills). Personal skills include proficiency will self-awareness or understanding of self (self awareness) and thinking skills (thinking skills), while social skills include communication skills (communication skills) and proficiency in collaboration (collaboration skills). As for specific skills, skills related to the job or face certain circumstances, which include academic skills

(academic skill) or intellectual prowess, as well as vocational skills.

The academic skills development should be adjusted to the level of student thinking and education. Implementation of life skills education integrated with existing lesson in all types and levels of education, not least in mathematics. The principle of learning leads to learning life skills contextually, namely the relationship between real-life environment and experiences of students.

Steps that can be taken in describing the life skills that are integrated into the course from, among others: (a) identifying the elements of life skills that are developed in real life and can be developed in the form of learning activities; (B) identify the knowledge, skills, attitudes, and values that support the life skills; (C) classify in the form of topic / theme of the course from the corresponding mathematical life skills; (D) determine the methods of learning; and (e) designing the shape and type of assessment (Puskur Research and Education Ministry. 2008).

Characteristics Of Primary School Students In Learning Mathematics

As stated by Jean Piaget, the level of development of human thought includes four stages, namely the age of 0-2 years of sensory motor stage; 2-6 years of pre-operational stage; 7-12 years the concrete operational stage; and over 12 years at formal abstraction / abstract. Elementary school students who have aged 7-12 years are in the concrete operational stage (Kostelnik. 1993: 122-128). In this concrete operational stage, elementary students begin to think mathematically logical.

Phase thinking begins by manipulating concrete objects in solving its problems. It is characterized by the ability of understanding of numbers, matching, selecting, classifying, identifying and understanding the concept of sets, comparing two groups of objects, understanding parts of a whole, drawing, graphics, measure, make a pattern, estimating, generalizing simple. While skills can be developed in the concrete operational stage is for students to cultivate the initiative to move in the study, including focus skills (focusing skills); sorting skills information (information gathering skills); analyzing skills (analyzing skills); generalize skills (generating skills); recall skills (remembering skills); organizational skills (organizing skills); integrating skills (integrating skills); assess skills (evaluating skills); At the age of elementary school students still have the ability to think holistically to address a problem

How to develop your life skills for students?

One effort to develop life skills, begun thinking. Thinking can be defined as a process of using the mind to find meaning and understanding of things, estimate the various possible ideas or creations and make a reasonable judgment, in order to make decisions and solve problems and so make the process of reflection and metacognition experienced (Mustadji.2013). Thinking is an activity focused on the exploration of ideas, provide a wide range of possibilities and are looking for more answers correct.

In relation to the learning context, in the classroom, the development of thinking skills includes four things: 1) the ability to analyze; 2) learning students on how to understand the statement; 3) follow and create a logical argument; 4) eliminating the wrong track and focus on the right track (Haris in Mustadji. 2013). Thinking in learning activities include critical and creative thinking.

Critical thinking is meant here is the ability to organize, systematize, interpret, and the settlement of a problem mainly related to several variables or the relationship of the various problems it faces (Hudoyo: 1979) Examples of critical thinking skills, for example: compare and contrast; creating categories; examining small parts and the whole; explain the reasons; made to order; determine the source believed, and make predictions.

Characteristics of critical thinking someone has the following capabilities: analytical; convergent thinking, vertical thinking, estimate the various possibilities; make decision; think the left focus; has a purpose; able to answer; using the left brain; express something verbally; think in a linear manner; think about the influence of a problem. Creative thinking is to think consistently and continuously produce something creative / original as appropriate.

Indicators of creative thinking is characterized by the ability curious; looking for trouble; enjoy the challenge; optimistic; able to distinguish assessment; comfortable with imagination; see the problem as an opportunity; see the problem as a matter of interest; problems can be accepted emotionally; challenging the assumption / presumption; and do not easily give up and tried hard. The results of creative thinking the accomplishment of a person's creativity, which is characterized by an ability, behavior and processes.

Thus the so-called creativity can be expressed as: An ability to think and find new ones, creating new ideas by combining, changing or reapplying existing ideas; A behavioral accept change and newness, the ability to play around with various ideas and possibilities, flexible outlook and habits enjoy something; A continuous process of hard

work and in generating ideas and solving problems better, and always tried to make things better. In connection with the character of elementary school students in teaching mathematics abstract should be adjusted to the level of student thinking of concrete operational thinking stage leads to the stage of formal thinking, then the elementary students need to be trained to think critically early.

Teachers' efforts to build, enhance and develop students' creativity needs to be done with the creation of a conducive learning environment that supports student creativity, the learning environment that directly provide opportunities for us to think critically and openly and flexibly without any sense of shame and fear. A conducive environment that facilitates and enables the process of learning. In order to build critical thinking skills and creativity of students, teachers need learning students by involving various mathematical concepts in an integrated manner. Learning that involves many mathematical concepts can be done through project-based learning in math problem solving.

Project Based Learning

There is some understanding of Project Based Learning, among others: Project-based learning is an instructional model that calls for curriculum content standards; Project-based learning is an instructional model that demands the ability of teachers and students to develop guiding questions (a guiding question). Project-based learning is an instructional model that requires students to be able to make the connections / bridges that connect the various subject matter / concept and conduct in-depth investigation of a topic in a concrete way.

Project-based learning is an instructional model that takes into account the students in the exploration, appraisal, interpretation, and synthesis information through a meaningful way. Thus, learning is a project-based learning model that involves centralizing meaningful questions and problems, problem solving, decision-making, the process of searching multiple sources, giving students the opportunity to collaborate with the group, and presented the results of the work in practice. Project Based Learning thus not simply join the new theoretical and practical information, but to motivate the students to reflect on something that has been studied so as to improve scientific performance of the students. Project Based Learning and Curriculum for Primary Schools 2013. According to the curriculum in 2013 (Kemendikbud, 2013: 137) the implementation of a scientific approach

includes activities to question, reason, try (to prove), concluded, and communicating can be done through Project Based Learning. The characteristics of the Project Based Learning (Widyantini, 2014: 5) includes: (a) any problems or complex challenge posed to students; (b) students design the process of solving problems or challenges posed by using a probe; (c) students learn and apply the skills and knowledge he has in various contexts while working on a project (activity); and (d) students work in cooperative groups in addition to discussions with the teacher. Students practice a variety of skills needed in life and their careers.

Project Based Learning Mathematics in Primary

Competency Standards Math lesson SD mention that the math works to develop the ability to reason through investigation, exploration, and experimentation as a means of solving problems through logic and mathematical models, as well as a means of communication through symbols, tables, graphs, diagrams to explain the idea. The purpose of learning mathematics is to train and grow the way of thinking in a systematic, logical, critical, creative, and consistent, as well as develop a persistent attitude and confidence in solving problems. In order to achieve the expected competencies, it is necessary to create a conducive learning climate mathematics to enable students to learn through project-based learning. Numeracy skills, especially operations on numbers count as one of the competencies that should be completely mastered elementary, before reaching a broader competence. For the numeracy skills of elementary school students should be improved. Mathematics as a science that is abstract is axiomatic composed of abstract ideas using symbols with strong deductive reasoning. Capabilities that can be developed through the study of mathematics in general include: Thinking abstract, logical thinking, systematic thinking, critical thinking, analytic thinking, reasoning (argued), manipulate tools, find a relationship, find the pattern / regularity, set the formula as appropriate, using the formula, validating the formula, finding alternative solutions to problems. It is specifically related to material subjects in school, the numbers / arithmetic, geometry, algebra, and statistics.

Knowledge of mathematics includes knowledge of conceptual and procedural knowledge. Conceptual Knowledge refers to the understanding of the concept, while procedural knowledge refers to an algorithm or skills to do the work procedures (Hiebert and Lefevre in Sutawidjaja, 1997: 177). That is, the basic concepts of mathematics should be well understood by the students, so that students skilled and capable in solving problems broader finally arrive at solutions to problems. For understanding the concept,

teachers need learning be varied, while the advanced skills necessary to create an exercise routine and repetitive, or it can also be accompanied by a game to make it more attractive. In order for the planting of a mathematical concept (idea) into the schemata students can be more meaningful and can construct a mathematical concept, it would require an environment that allows the processing of assimilation and or accommodation on a mathematical concept, thereby building a network concept based on schemata that have of the students (Hudoyo, 1998). Thus requires the involvement of students intellectually, socially and emotionally. by utilizing the objects around students who can be manipulated. There are four ways of presenting mathematics, namely: (1) the presentation of real form (concrete), (2) the presentation of the form of images (semi concrete), (3) the presentation of the form of diagrams (semi abstract), and (4) the presentation of the form of symbols (abstract) , Learning math is basically a process of assimilating and accommodating (connect) the experience or the material to be examined with the understanding that has been owned by someone, so that understanding can be developed (Suparno: 1997). The study of implicit understanding the characteristics of learning, namely: (1) construct meaning; (2) construct, meaning a continuous process; (3) learn not merely to gather facts, but rather a development of thought to create a new sense; (4) the learning process actually occurs when a person schemata in doubt stimulate further thought; (5) learning outcomes are influenced by the experience of learners with the physical world and the environment; (6) the learning outcomes of someone depending on what is already known by the learner, either about the concepts, goals, and motivations that affect the interaction with the material being studied. Learning mathematics requires an effective approach, in which teachers should be able to create an atmosphere conducive learning, constructive, creative, and innovative.

Mathematics can not be taught in elementary school successfully, unless the content (material) and the way they are presented adjusted to the level of development of student thinking. Developments think elementary school students who are in the concrete operational stage requires active experience in manipulating objects or concrete and semi-concrete images in understanding abstract math concepts. For the content / materials are taught to be of material that is easy / simple heading to a material that is

difficult / complex, accompanied by the use of concrete objects as props that can be manipulated by student. Beside that, so that the learning of mathematics in schools can be meaningful for students who learning, mathematics learning should be created in accordance with the elementary students and the world according to skills developed.

Learning Mathematics in Elementary School are commonly carried out in the classroom, most only require procedural capabilities of the students, so that learning tends to be centered on the teacher. Students are regarded as empty boxes that need to be filled in the subject matter. Teachers forget that each individual who learns each have a potential that should be developed in a creative and meaningful for students as subjects of education. Mathematics is considered a finished goods ready to be transferred to the students' minds. While each student has different abilities to absorb the lessons. Mathematics learning activities in the classroom can actually be broken down into three stages: planting concepts, understanding of concepts, and coaching skills (Estiningsih E in Supinah, 1998: 4). The expected goals in math-based learning project is to enhance the power of creation and activity of students in solving problems, creating the ability to interact more intensively fellow students. In addition math project-based learning aims to improve the ability of students to understand the concept more deeply and to improve students' ability to think critically.

Besides, it is expected that students were able to construct his own knowledge, especially in terms of understanding the operation on numbers count, count, measure, and solve problems. To understand the mathematical concepts requires a process, both assimilation and accommodation. Creative and innovative learning process in question is a learning process that allows the student is able to manipulate tools, perform a simple experiment, explore, investigate, discover what has been learned so that students have a very meaningful experience, particularly related to the development of life skills in the future. Thus, students are learning to count, learning should not just mechanically apply the calculation of numbers and wake up alone, but must be able to interpret the information obtained from the calculation. For example: someone who works in welders exposed to problem-solving that is made of iron, carved doors. So that the iron bars that will be made in size according to customer demand and without having an iron unused, the person must have the skills dividing line appropriately. Coaching skills is what allows the teacher as a teacher can direct the learning to the development of life skills. Therefore learning mathematics contextual and realistic, and based problems

become very important, especially in giving the meaning of what has been learned in everyday life.

One example of Project-Based Learning Mathematics in order to develop the life skills students as follows: Students are given the task of preparing the action plan separation sixth grade students in the school. In the event that combined concepts ranging from a) draw up fundamental questions (start with the essential question), what activities should be done; b) designing the project planning (design a plan for the project); c) draw up a schedule of events / sequence of events (create a schedule); d) the performers complete with the details of the division of time (determination of day, date and time of each event); e) create drawings that the place of activity (determining the suitability of a length, seating capacity, stage, etc.); f) determining the amount of the invitation, g) determining the facilities and infrastructure required, h) determine the type and amount of consumption, i) calculates the cost of consumption and other costs as a whole; j) monitor student and the progress of the project (monitor the student and the progress of the project); k) test results (assess the outcome); l) evaluation of the experience (evaluation the experience). From project activities to do such students, illustrates that in doing a project, students should take advantage of all its potential, in order to complete it's effective. This requires an adequate life skills life skills both generic and specific life skills related to daily life.

CONCLUSION AND SUGGESTION

Conclusion

Based on these deliberations are concluded as follows: In order to improve the quality of education, especially with regard to human resources, can be pursued by developing life skills through project-based learning math in elementary school. using the following steps: (1) determine the fundamental question (essential) related to the understanding of the problem, (2) designing the project planning or planned settlement of the problem, (3) scheduling of project activities, (4) to monitor the progress of projects related to the implementation of the settlement issue, and (5) test the process and outcomes of learning or reviewing the results of the settlement of the problem, and (6) evaluate the experience of carrying out activities or projects (reflects). Project-based learning can be done by involving the various concepts are integrated in every lesson.

Develop life skills through project-based learning math in elementary school should be adjusted to the level of development of primary school students thinking, so the life skills developed include generic and specific life skills. For that in teaching mathematics in elementary school, teachers must be able to consider the students' ability to understand the substance of the material in thinking mathematics, numeracy, In addition, the ability of teachers. prepare about tasks that can be solved through project-based learning. as well as the creation of environmental learn math. a conducive and enabling the growth of life skills for students.

Suggestion

Based on the experience of implementing the learning of mathematics-based projects in SD to develop life skills in elementary school, it is expected the teachers to develop learning models other leads to develop life skills of students, For that before implementing the learning, teachers should prepare lesson plan that allows the development of life skills students, by: (1) an inventory of the skills of living that can be developed in SD; (2) selecting a mathematical topics appropriate to develop life skills; (3) determine the method; (4) learning strategies, and (5) the shape and type of assessment to be used. It has given as follows: for education staff (teachers) are recommended in teaching mathematics materials, teachers should (1) consider the stage of development of the student's thinking, namely the concrete operational stage , with a different emotional state students; (2) provide opportunities for students to develop the ability to freely and focused, so that students can find, analyze, and determine the answers to the problems faced by their own merits; (3) in preparing the subject matter (math's), learning facilities and infrastructure should support the implementation of solutions adapted to the environment students; (4) provide motivation and attention to learn on an ongoing basis in accordance with the needs of students, and does not cause boredom for students.

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CREATIVE, INNOVATIVE AND ENJOYABLE LEARNING MODELS ON SOCIAL SCIENCE

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ABSTRACT

Objectives of creative, innovative, and enjoyable learning models on Social Science are: (1) to identify the essence and role of learning model of the basic concept on Social Science, (2) to identify basic concept of creative, innovative, and enjoyable learning models on Social Science, (3) to implement basic concept of creative, innovative, and enjoyable learning models on Social Science, and (4) to analyze learning design in decision-making model. Inquiry is a process to ask questions and encourage the students to study in primary and secondary education. As a practice-oriented method, which refers to investigate and ask question, this term is parallel with problem solving, reflective thinking, and discovery. Inquiry is more than just asking a question. Inquiry is a process to ask certain meaning, which presents individuals intellectual ability in order to understand his ideas. Problem solving method and memorizing are behavior and process. In this context, inquiry provides ways for students to solve problems or to process some information. There are two focuses of learning design models for thinking skills, which refer to critical thinking skills and creative thinking skills. There are four stages of problem solving process in accordance with Savage and Armstrong, which include: (1) recognizing the problem, (2) considering some approaches to solve the problems, (3) selecting and applying those approaches, and (4) achieving solution that would be accounted for. At least, there are two requirements to perform such learning model of decision-making in: (1) social science; and (2) method or ways to be knowledgeable. Methods that can be applied to get knowledge (knowledgeable) include (1) method of tenacity; (2) method of authority; (3) a priori method; and (4) method of science.

Keywords: learning models on social science, creative, innovative, enjoyable

Learning model comprises of two types: direct learning model and indirect learning model. According to Arends (Trianto, 2011 : 29), direct learning model is “a teaching approach, which is specifically designed to support learning process of the students that relate to declarative knowledge and well-structured procedural knowledge that can be taught by activity pattern in stages, step by step”. In accordance with Widaningsih, Dedeh (2010:150), procedural knowledge refers to how individual does something, while declarative knowledge refers to knowledge about something.

Direct learning is different from lecturing method, but lecturing and recitation (checking the comprehension through question and answer) has close relationship with direct learning model. Teachers play as informant, therefore they should apply various suitable medias, such as film, tape recorder, pictures, presentation, and etc.

Widaningsih, Dedeh (2010:151) suggested that Characteristics of Direct Learning are as follow : (1) Objective of learning and assessment procedure of learning results, (2) Syntax or the whole pattern and context of learning activity, as well as (3)

management system and supporting learning environment and success of teaching.

DISCUSSION

Learning Models of Basic Concept on Social Science

This learning activity will discuss learning design model of thinking skills. There are two focuses of learning design model for thinking skills that refer to critical thinking skills and creative thinking skills.

Before discussing about critical thinking skills in learning social science, at least three principal questions are asked about concept that should be described in this discussion. *First*, what are critical thinking skills? *Second*, how to teach critical thinking skills? *Third*, why is critical thinking skills needed for students? Those three questions will guide us in understanding critical thinking skills learn social science.

Jhonson (1992) formulated the term “critical thinking” etymologically. He suggested that the words “critic” and “critical” are derived from “krinein”, which means “assess something”. Furthermore, he described that critic is someone deed, which considers, appreciate, and assess something. People think critically to implement appropriate norms and standard against a result and

consider the value, as well as articulate the consideration.

Moreover, Jhonson (1992) summarized numbers of critical thinking definitions from few experts, such as Ennis (1987,1989), Lipman (1988), Siegel (1988), Paul (1989), and McPeck (1981), who so-called “the Group of Live”. He concluded that there are three approvals of substance from critical thinking skills. *First*, critical thinking requires a number of cognitive ability. *Second*, critical thinking requires a number of information and knowledge; and *Third*, critical thinking covers affective dimensions, which describe and emphasize differently.

Ennis (1987) suggested that critical thinking is a term used to describe a reflective activity in order to achieve the goal, which holds faith and rationale behavior. Moreover, she identified five keys of critical thinking that include “practical, reflective, rationale, trusted, and in action form.”

Objectives of critical thinking are to assess thought and values, as well as to evaluate the implementation or practices of such thought and value. Besides that, critical thinking covers activities to consider, which based on opinion that has been known. According to Lipman (1988), these considerations should be supported by justifiable criteria.

Beyer (1985) emphasized a set of critical thinking skills that can be used in social study or in learning social science discipline. Those skills include: (a) differentiate between facts and values of an opinion; (b) determine the source of reliability; (c) determine fact accuracy of a statement; (d) differentiate between relevant and irrelevant information; (e) detect any deviation; (f) identify unstated assumption; (g) identify vague demand and argument; (h) admit inconsistent deeds; (i) differentiate whether the opinion is unjustifiable or justifiable; and (j) determine strength of an argument.

Implementation of Learning Model

Learning Model of “Problem Solving”

Savage and Armstrong (1996) stated that a number of problems have the best solution, correctly and exactly. If such situation occurred, teachers should encourage their students to apply “problem solving” approach. According to Savage and Armstrong, there are four stages of problem solving process, such as: (1) Recognize the problem, (2) Consider any approach to solve the problem, (3) Choose and implement those approaches, and (4) Achieve justifiable solution.

Meanwhile, Wilkins (1990) described steps of learning model in “problem solving” that can be used as skills in briefing through individualized instruction method, as follow: first, *clarify and define the problem*. Along with the teachers function/role as facilitator — facilitate — the students, so that in guiding process, teachers listen complaint, expression, difficulty, and problems. Second, *look for alternative of solutions*. When the problem is formulated clearly, teachers may ask the students to think about the solution. Third, *examine alternative of solutions*. Assist the students to examine advantage and benefit of each alternative of solution and capability to do it, as well as the possible consequences. Fourth, *select the solution*. Assist the students to select/choose the enjoyable (appropriate) solution and it will create positive and profitable potency of the results. Fifth, *take action in accordance with the selected solution*. Take an approval to something that would be done. Don’t ever take any commitment, which is still doubtful to be done. Sixth, *follow-up*. Besides as facilitator, teachers play their roles to give supports.

Essence and Role of the Basic Concept Learning Model in Social Science

According to the experts, Inquiry Approach is a way to solve problem of the students boredom during learning in class due to the learning process is more student-centered instruction than teacher-centered instruction. The main objective of social inquiry is to make contribution to the policy makers to make decisions. Banks suggested steps of inquiry learning model for social science, as follow: (a) problem formulation; (b) formulation of hypotheses; (c) definition of term: conceptualization; (d) collection of data; (e) evaluation and analysis of data; (f) examine the hypotheses to obtain generalization and theory; and (g) restart inquiry.

Basic Concept Learning Model in Social Science

Design model of thinking skills. There are two design models of thinking, critical thinking skills and creative thinking skills. (a) Johnson, formulated the term “critical thinking” etymologically. He suggested that the words “critic” and “critical” are derived from “krinein”, which means “to assess something”. (b) Ennis, suggested that critical thinking is a term used to describe a reflective activity in order to achieve the goal, which holds faith and rationale behavior. Objectives of the critical thinking are to evaluate a thought, assess the values, and evaluate implementation or practices of a thought and the value. (c) According to Beyer, there are 10 items of critical thinking skills that can be used in social study, such as: (a) differentiate between facts and values of an opinion; (b) determine the source of

reliability; (c) determine fact accuracy of a statement. (d) differentiate between relevant and irrelevant information; (e) detect any deviation; (f) identify vague demand and argument; (g) admit inconsistent deeds; (h) differentiate whether the opinion is unjustifiable or justifiable; and (i) determine strength of an argument

Designing and Implementing Integrated Learning Model in Social Science Using Problem Solving-Oriented Approach

Problem refers to anything, which creates doubts, uncertainty or difficulty that must be overcome and completed. Furthermore, social problem refers to a situation, which affects most people and considered as difficulty source or dissatisfaction that demanded to be solved. Operationally, social problem means a situation, which does not actually conform to the expected situation.

In general, we recognize three problem solving: (a) authoritative problem solving refers to problem solving, which is done by the competent authority (official, teacher, judge, etc.); (b) scientific problem solving refers to problem solving that uses scientific method. Such scientific method is efforts to find, develop, and justify the knowledge scientifically; (c) metaphysical problem solving refers to problem solving that uses irrational ways, such as mystically.

An approach is a common way in looking and behaving toward a problem. Meanwhile, problem solving approach is applied in learning the integrated social science in order to change the actual condition into specific condition as expected by considering procedures of systematic solution.

Problem solving approach has some benefits and advantages in learning-teaching activities, such as: (a) develop attitude/skills of the students to solve their problems and to make their own decisions objectively; (b) develop thinking ability of the students. Thinking process is a set of skills, for example, collecting information/data, reading and interpreting data, and many others, in which their implementations require practices and make something accustomed; (c) students may comprehend fully to think and develop their interests in various possibilities; (d) develop reasoning and the way to think objectively, autonomously, critically, and analytically, whether individually or collectively.

Designing learning model of Integrated Social Science using problem solving approach

In designing the learning model of Integrated Social Science by using problem solving approach, it should be based on reflective and critical thinking that pursue the working process as follow: (a) recognizing the problem; (b) looking for indication to solve the problem; (c) think possibilities of the solution and the approach; (d) test those solving possibilities along with specific criteria; and (e) use the solution that conforms to certain criteria and leave possibilities of other solutions.

We should select problem solving approaches in class for the interest of learning-teaching process. Therefore, criteria in selecting problem must be concerned. As reference, criteria suggested by Quillen and Hanna are used to select the problem, as follow: (a) the problem is common and repetitious problem, so that it highly well-known and attracts the students attention; (b) the problem is quite important to be discussed in the class; (c) the problem may develop the class to the preferred objective; (d) recognizing any possibility of the required materials for problem solving; (e) the problem may guarantee continuation of learning experience of the students.

After the problems are found, it will be followed by problem solving. Three problem solving models are suggested by numbers of expert, such as John Dewey, Brian Larkin, Lawrence Senesh David Johnson, and Frank Johnson. For further explanation, the descriptions are given below:

First, steps and description of problem solving as suggested by John Dewey: (i) formulate the problem. Recognize and formulate the problem clearly; (ii) analyze the problem. Use knowledge to specify the details and analyze the problem from different points of view; (iii) formulate the hypotheses. Completely comprehend the cause and effect, as well as alternatives of problem solving; (iv) collect, arrange the data to prove the hypothese. Ability to search and arrange data, as well as visualize data in the forms of chart (diagram), pictures, graphics, and etc.; (v) prove the hypotheses. Ability in analyzing and discussing data, connecting or calculating data on hypotheses and skills in making decision, as well as drawing some conclusions; (vi) determine choices of solution/decision. Ability in making, choosing, and assessing, as well as calculating further effects.

Second, Dr. Brian Larkin as a group consultant on Social Science-P3G in Malang 1978 suggested steps of problem solving as follow: (i) definition of the problem; (ii) identification of the problem; (iii) analysis of the effect; (iv) implementation of the criteria; (v) making decision.

Third, Lawrence Senesh, Professor of Economics at Purdue University, suggested steps of problem solving that comprised of three phases: (i) motivation phase; (ii) development phase; (iii) culmination phase.

These are based on the spiral learning theory, in which teachers start it from what they have known to what they have not known, from the simple one to the complex one, from easy to difficult, and from concrete to abstract.

Problem Solving Model in Group

This model was suggested by David Johnson and Frank Johnson, in which the model is emphasized on problem solving in group that refers to decision making ability. The ability of problem solving in group comprises of several items, such as: (a) establishing an agreement about a condition as expected; (b) agreements in establishing structure and procedure to produce, understand, and use relevant information that conforms to actual condition; (c) agreements in establishing structure and procedure to find possibility of problem solving, deciding and using the best and effective ways in solving the problem.

1) Steps of problem solving in group suggested by Johnson and Johnson as follow: (a) *Definition of Problem*. Definition of problem is the most difficult step. If it is well formulated, the next steps will be easier; (b) *Diagnosis of Problem*. This second step refers to dimension and causes of the problem. The objective is to find out feature and strength that drive to ideal situation and strength, which inhibit to the direction; (c) *Formulating Alternatives of Strategy*. In this third step, the group must search and find various alternatives of problem solving, in which the group must be creative, divergent thinking, comprehend controversy between ideas and high discovering ability.

2) Determination and Implementation of Strategy. After obtaining diverse alternatives of problem solving strategies, the group will decide to choose which alternative that will be used. This step contains two main aspects of problem solving, such as: (a) decision making is a process of making a choice of various alternatives; (b) decision of implementation is a process to take action as required and lead to the implementation.

Evaluation on Success of the Strategy

In this fifth step, the group learns: whether the strategy is successfully applied (evaluating the process), what is the effect of such strategy implementation (evaluating the result) and whether the actual condition is

closer to the ideal condition than before the implementation.

Implementation of Integrated Social Science Learning Model by Using Problem Solving Approach

Implementation of the integrated social science learning model uses the problem approach. For example, a teacher may implement integrated social science learning model by using problem solving approach in learning and teaching process in class. The example is curriculum of the fifth grade of Elementary School during the second quarter period. Steps that have been taken by the teacher are as follow: (a) determine the learning objectives; (b) determine subject of the discussion; (c) determine and comprehend materials of the subject that are going to be presented; (d) following the preparation above, teacher will transfer materials of the subject in front of the class by using problem solving approach in group in accordance with the procedure: teacher will divide the class into small groups.

After that, those groups will follow the working process in accordance with guidance and instruction of the teacher as follow: (a) define the problem; (b) diagnose the problem; (c) formulate alternatives of the strategy; (d) determination and implementation of the strategy; and (e) evaluation on success of the strategy

Learning Design Model of Decision-Making

In this learning activity, it will discuss learning design model of decision making, which is specified for Social Science learning. In order to comprehend materials of the discussion about learning model of decision-making, so that the model of inquiry learning design must be completely comprehended.

Learning Model of Decision-Making

Meaning of the “decision-making” concept relates to thinking ability about alternatives of the available choices, weighing the facts and the available proof, as well as considering personal values and social values.

The decision-making process could not be done if the related individual does not possess any knowledge about the related problem (vacuum). Social knowledge is a very important component to achieve logical decision-making.

The second component that must be possessed by the decision-maker is method or means to achieve the knowledge. Knowledge is required to make a reflective decision. Kerlinger concluded four methods to gain the knowledge, such as (1) method of tenacity; (2) method of authority; (3) a priori method; and (4) method of science.

Steps of decision-making process sequentially: (a) recognize the problem in relation to decision that must be made; (b) gain the knowledge through social science inquiry; (c) organize the problem and knowledge for learning materials; (d) inquiry of value; (e) decision making and take action for the citizen; (f) determine the sequence of actions; (g) provide opportunity to the citizen to act and participate (at school and social environments).

CONCLUSION

Objectives of creative, innovative, and enjoyable learning models on Social Science are: (1) to identify the essence and role of learning model of the basic concept on Social Science, (2) to identify basic concept of creative, innovative, and enjoyable learning models on Social Science, (3) to implement basic concept of creative, innovative, and enjoyable learning models on Social Science, and (4) to analyze learning design in decision-making model.

Rogers (1969) suggested that inquiry is a process to ask questions and encourage the students to study in primary and secondary education. As a practice-oriented method, which refers to investigate and ask question, this term is parallel with problem solving, reflective thinking, and discovery (Hagen, 1969). Beyer (1971) stated that inquiry is more than just asking a question. Inquiry is a process to ask certain meaning, which presents individuals intellectual ability in order to understand his ideas.

Welton and Mallan (1988) compared the term of "inquiry" with problem solving method and memorizing as behavior and process. In this context, inquiry provides ways for students to solve problems or to process some information.

Banks suggested steps in learning model of inquiry for Social Science class as follow: First, formulation of problem. Second, Formulation of Hypotheses. Third, Definition of Term: Conceptualization. Fourth, Collection of Data. Fifth, Evaluation and Analysis of Data. Sixth, Test the Hypotheses to Gain Generalization and Theory. Seventh, Restart the Inquiry.

This learning activity will discuss learning design model of thinking skills. There are two focuses of learning design model for thinking skills that refer to critical thinking skills and creative thinking skills.

Savage and Armstrong (1996) stated that a number of problems have the best solution, correctly and exactly. If such situation occurred, teachers should encourage their students to apply "problem solving" approach. According to Savage and Armstrong, there are four stages of problem solving process, such as: (1) Recognize the problem, (2) Consider any approach to solve the problem, (3) Choose and implement those approaches, and (4) Achieve justifiable solution.

According to Banks, at least two requirements are needed to implement learning model of decision-making: (1) social science; and (2) method or means to achieve the knowledge.

Kerlinger concluded four methods to gain the knowledge, such as (1) method of tenacity; (2) method of authority; (3) a priori method; and (4) method of science.

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DEVELOPMENT OF SCHOOL CULTURAL BASED ON LOCAL WISDOM IN SMP NEGERI 2 NGAWI

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ABSTRACT

At the time of the Asian Economic Community requires qualified human resources, which could have global competitiveness. One way to raise the quality of human resources is through education. School is an institution that is well placed to make it happen by creating a school culture based on local wisdom. This is important because the quality of human resource is a resource that not only qualified in the field of technology, but also who have life skills. Life skills can produce noble character that is supported by the development of a school culture based on local wisdom as long as it is done consistently. The purpose of this research is to find and describe the development of a school culture based on local wisdom in Junior High School State 2 Ngawi as one of the top schools. This research approach uses qualitative research. Data collected through in-depth interviews, participant observation and documentation. The study's findings, among others: that the development of a school culture based on local wisdom includes religious cultures, cultures love the environment, the culture of reading, culture 5S (smiles, greetings, greetings, polite and courteous) and Javanese culture. As for the cultural development phase starting from the granting of ideas, clarification stage, the socialization phase, the implementation phase, the evaluation phase and the follow-up phase. The conclusion of this study the development of a school culture based on local wisdom in Junior High School 2 Ngawi proven to bring these schools into the top schools in the community.

Keywords: school culture, local wisdom

Education is one of the most important things to prepare competitive human resources in achieving success in the era of globalization. Education must be a priority for development, does not rule out 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 that will carry out the education.

Improving the quality of education is an important factor that must be considered in conducting business in the achievement of national development objectives, such as increasing the quality of human and people of Indonesian and the mastery of science and technology, as well as the embodiment of discipline. propriety in culture-based character education, culture interpreted as something inherited or learned, then pass on what they learned and turn it into something new, that's the core of the educational process. If so, then the task of education as a cultural mission must be able to process; The first cultural inheritance, both help individuals choose the social role and taught to perform the role of the third combining a variety of individual identity within the scope of the broader culture, the fourth should be a source of social innovation.

School is an intuition that can be termed as an organization, so it can not shy away from the challenges that exist and it should be expected to compete in the global kempetisi,

can even grow further. In order to become more developed it is fitting now doing consolidation to make new breakthroughs to become a school of excellence (Setyadin, 2009).

Excellent school is a school that is able to bring every student reaches his ability scalable, and shown for capable of achievement . Then School can be interpreted as a quality school, but in the application of all circles found in the featured category implied expectations of what can be expected of students after exit from the top schools. Hope it is nothing but a very important and much needed by parents, the government, society and even the students themselves, namely the extent to which the output (output) of the school was intellectually, morally and skills that can be useful to society.

Things that can be created by a superior school bleak described by Rachmawati (2016) as follows 1) being able to provide optimal services to all children with very different talents, interests learning needs; b) able to increase significantly the capabilities possessed students become self-actualization which gives pride; 3) able to build strong personality traits, solid and steady in students; 4) able to empower existing resources optimally and effectively; 5) being able to develop comprehensive networking to stakeholders; 6) able to realize the school as a learning organization; 7) schools are responsive to change).

Based on observations in some schools tend to overlook the cultural factors of the

school, the school can make it excels in the public eye, especially when accredited, yet they have a significant contribution to the success of school leadership as well. Besides understanding competitiveness in the era of the MEA are still many schools that make sense only in the academic field alone. Instead of exploration development of school culture can make one of the tips of the school is ready to face global competition.

SMPN 2 Ngawi is an excellent school in Ngawi. The advantages of this school can be demonstrated by a variety of things: First, the school put forward a vision and content of the school. Secondly, all activities are directed at the achievement of both academic and non-academic. All three The emphasis on the development of the culture of the school and all four is to create a fun learning environment.

From the field observations, the authors found the phenomenon in this school different from other schools, namely the existence of an organizational culture based on local wisdom held in the school, so the school is heading featured schools.

The purpose of this study is to describe and find the school culture development based on local wisdom.

METHOD

This study used a qualitative research approach. According to Bogdan and Biklen (in Ulfatin, 2015: 23) defines the method of research as a research procedure that produces two descriptive form of words or verbal tertilis of people and behaviors that can be observed. In this case the researchers as a key instrument and act as a participant observer, because the role of observer more than a participant, meaning that as a participant observer is merely a part of the research is not part of a group member.

The source of data on qualitative research based on information obtained from informants recommendation, so that researchers obtain several people who were interviewed are: Head diknas, supervisors, principals, vice-principals, teachers, Shiva and school committee members.

The researchers used a technique that is in-depth interviews, participant observation and and document.

Data analysis used descriptive narrative with steps which refers to the opinion of Miles and Huberman (1980) in Wiyono (2007: 93), namely: (1) data reduction is an activity choosing the right data from the data obtained. Researchers data reduction based on the collected data obtained from the focus of the research, (2). Display data / data presentation is

a chain of structured information that enables conclusion, (3). Verification of data / conclusion is an interesting activity within the meaning of the data displayed. To ensure the level of trust in checking the data, the researchers selected data presentation-engineering techniques as follows: (1) testing via triangulation techniques and methods, namely by interviewing six different sources of research focus. (2) Persistence observation. In a study conducted several stages of the investigation, as mentioned by Meleong (2012: 127-148), namely: (1) the pre field (2) phase of field work (3) the data analysis stag

FINDING AND DISCUSSION

Results of research shown some of the following: (1) that the meaning of organizational culture in SMPN 2 Ngawi is a typical characteristic of the school and habits performed by all school personnel (2) there are seven components of organizational culture in SMPN 2 Ngawi, namely: history, vision and mission, school uniforms, everyday language, teachers and staff, discipline, organizational structure; (3) there are seven karakteristik in SMPN 2 Ngawi, namely: implementing culture 5 S (Senyum, Sapa, Salam, Salim and Santun), competitions in the form of academic and non-academic extra-curricular, organic and inorganic waste distinction ,, sing compulsory and folk songs, religious activities, reading culture, and culture of the Java language, (4) there are three obstacles in the implementation of organizational culture in SMPN 2 Ngawi, differentiation of organic and inorganic waste barriers are still many students who littering and lack of taste awareness to dispose of waste in place, implementation of the extra funding constraints on technical issues after not being an international school, must be supported by the school committee; and there most of the children who do not all apply the Java language in schools (5) there are three support in the implementation of the organizational culture in SMPN 2 Ngawi, of carrying out the exercise classes and extra-curricular activities other has a supporting factor that SMPN 2 Ngawi including excellent schools and achievement in academic and non-academic, differentiation of organic and inorganic waste supporting factor that got confidence in fostering a sense of cleanliness of the Environment agency (DLH) and has three compost, and received support from various related agencies such as the department farming, agriculture, police and BKKBN. has a supporting factor that whole school community and parents support a culture sekolah.dan

various activities related to the academic and non-academic.

Importance organizational culture based on local wisdom in the school

The importance of building an organizational culture in school, especially with regard to achieving the objectives of school education and improved school performance. As stated by Stephen Stolp (1994) on School Culture, published in ERIC Digest, from several studies indicate that organizational culture in school correlates with increased motivation and student achievement and teacher job satisfaction and productivity. Likewise, a study conducted Leslie J. Fyans, Jr. and Martin L. Maehr about the effect of the five dimensions of organizational culture in schools, namely: academic challenges, comparative achievement, awards to achievement, school community, and perceptions about the purpose of the school shows a survey of 16310 students grade four, six, eight and ten of the 820 schools general in Illinois, they are more motivated in learning through organizational culture in schools is strong. Meanwhile, studies conducted, Jerry L. Thacker and William D. McInerney to the test scores of elementary school students showed the influence of organizational culture in schools on student achievement. The study did focus on a new mission statement, goals based on outcomes for students, curriculum alignment corresponding with Reviews those goals, staff development, and building-level decision-making. Organizational culture at the school also has a correlation with the attitude of teachers in work. Studies conducted Yin Cheong Cheng prove that "stronger school cultures had better motivated teachers. In an environment with strong organizational ideology, shared participation, charismatic leadership, and intimacy, teachers experienced higher job satisfaction and Increased productivity".

Efforts to develop an organizational culture in schools, especially in respect of the principal tasks as leaders and managers in schools. In this case, the principal should be able to see the school environment in a holistic manner, in order to obtain a broader framework for understanding the issues that are difficult and complex relationships in school. Through the deepening understanding of the organizational culture in school, then it will be better in giving the refinement of the values, beliefs and attitudes that are important to imp2. The development of an organizational culture based on local wisdom in the school.

There are five aspects of the organizational culture of the school that held that culture 5 S (Senyum, Sapa, Salam, Salim and Santun), religious culture, reading culture, net culture, and Javanese culture. In essence done berimabang, unified and integrated with teaching and learning in schools. By understanding the concept of organizational culture as mentioned above, then the following will be described on the application of organizational culture in the context of schooling. In general, the application of the concept of organizational culture in schools is actually not much different from the application of the concept of organizational culture more. Even if there are differences may simply lie in the type of dominant values are developed and the specific characteristics of their supporters. With regard to supporting organizational culture at school Paul E. Heckman, as quoted by Stephen Stolp (1994) argues that "the commonly held beliefs of teachers, students, and principals."

The values developed in school, of course, can not be separated from the existence of the school itself as an educational organization, which has the role and function to try to develop, preserve and pass on cultural values to their students. In this case, Larry Lashway (1996) states that "schools are moral institutions, designed to promote social norms ...".rove the stability and maintenance of the learning environment.

The development of an organizational culture based on local wisdom in the school

There are five aspects of the organizational culture of the school that held that culture 5 S (Senyum, Sapa, Salam, Salim and Santun), religious culture, reading culture, net culture, and Javanese culture. In essence done berimabang, unified and integrated with teaching and learning in schools. By understanding the concept of organizational culture as mentioned above, then the following will be described on the application of organizational culture in the context of schooling. In general, the application of the concept of organizational culture in schools is actually not much different from the application of the concept of organizational culture more. Even if there are differences may simply lie in the type of dominant values are developed and The values that may be developed in school is certainly very diverse. When referring to Spranger thought as presented by Sumadi Suryabrata (1990), then there are at least six types of values that should be developed in

school. In Table 1 the following proposed six types of Spranger and its value is essentially behavior.

Table 1. Type Values and Behavior Essentially by Spranger

| No | Values | Behavior Essentiality |
|----|----------------------|-----------------------|
| 1 | Science | Thinking |
| 2 | Economic | Work |
| 3 | Art | Enjoy the beauty |
| 4 | Religious | Addored |
| 5 | Community | Worship/sacrifice |
| 6 | Politics/State Reign | Govern |

Each program should be no assurance keterlaksanaan activity and success. It is intended as a control so that the activities can be carried out in accordance with planning. The process can be a guarantee could be activity monitoring / supervision and evaluation of adherence to the change program that has been determined. Likewise, the enforceability of the guarantee and the successful development of the school culture. Furthermore, to carry out the process of guaranteeing the success of any school culture principals need to establish monitoring and evaluation team consists of at least four people came from elements of educators, the School Committee and School Supervisor as technical Trustees. To meet the completeness of this activity principals need to lead the team to program monitoring and evaluation instrument development school cultur Top of Form the specific characteristics of their supporters. With regard to supporting organizational culture at school Paul Heckman, as quoted by Stephen Stolp (1994) argues that "the commonly held beliefs of teachers, students, and principals."The values developed in school, of course, can not be separated from the existence of the school itself as an educational organization, which has the role and function to try to develop, preserve and pass on cultural values to their students. In this case, Larry Lashway (1996) states that "schools are moral institutions, designed to promote social norms ...".

CONCLUSION

The importance of organizational culture based on local wisdom is strongly influenced by the participation of the entire school community and stakeholders, so that it will achieve the goals of the school into the top schools in the public's favorites. Inheritance of cultural values should be done in a systematic, continuous and more consistent. This is done so that the continuity of the school organizational culture can be realized for generations.

The development of school culture must be concentrated on the strategic planning of the school and the achievement of development targets school culture. For that schools need to collaborate with various agencies such as police forces, Garbage Bank, LSM, the Ministry of Forestry, and BKKBN. The development of school culture based on local wisdom must be dynamic for was required of evaluation and continuous improvement.

This advice is addressed to the principals to always control the implementation of the school budayan based on local wisdom, this is very important because it can support the inheritance of the noble values from generation to generation at the school. Furthermore, the head of the national education should be facilitating matters needed schools in implementing school culture based on local wisdom. Besides, it is also important for education professionals to constantly learn from the implementation of the culture of the school in order to support the implementation of character education and improving the quality of education.

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LANGUAGE-DRIVEN CLIL LESSON PLANNING: A TEACHER PROFESSIONAL DEVELOPMENT FOR PRE-SERVICE ENGLISH TEACHER

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ABSTRACT

As a continuing process, teacher professional development should begin when a student-teacher embarks on their teacher training program. For this purpose, introducing CLIL as an alternative approach to communicative language teaching in pre-service education is necessary. However the lack of lesson plan guidelines in CLIL education has required the research on strategies to be implemented. This study presents a review of relevant related literatures and proposes an idea of language-driven CLIL lesson planning ready-made to be used in EFL classrooms.

Keywords: *continues professional development, teacher professional development, collegial activity*

Content and language integrated learning (CLIL) has been discussed and criticized among teachers particularly by those who are teaching English as a foreign language (EFL) and more predominantly about which models best fit toward the context in which CLIL is applied. Among the benefits which may be offered by CLIL instruction compared to traditional EFL instructions are the possibilities of the students' motivation enhancement (Banegas, 2011), the plausibility that it may build students' confidence (Vazquez, Molina, & Lopez, 2015; Manafe, 2014), the provision of meaningful learning (Cenoz, 2015) and second language acquisition (Rachmajanti, Zen, & Apriana, 2015).

In Indonesia and possibly in other countries in which English is foreign language, CLIL which is also commonly known as bilingual education or English is used as the medium of instruction for non-language subjects. Unfortunately, CLIL implementation is still scarce due to the fact that it is meant merely as the teaching contents using the target foreign language. CLIL is actually spanned into two approaches in continuum: content-driven and language-driven (Mehisto, Marsh, Frigols-Martin, 2008; Coyle, Hood, & Marsh, 2010). To this point, therefore, CLIL instruction can be defined as both teaching contents in the target foreign language and teaching the target foreign language with incorporating other non-language contents. The misunderstanding about CLIL instruction may cause the reluctance among

EFL teachers to explore more about CLIL and, further, to incorporate CLIL in their teaching activities or in this case lesson plans.

This study presents a review of relevant related literature and proposes an idea of language-driven CLIL lesson planning ready-made to be used in EFL classrooms.

DISCUSSION

CLIL and Teacher Professional Development

As the most important part in successful education, teachers are required to keep up-dated with and improve their knowledge, skills, and practice in their teachings. Teachers are demanded to have good competencies and performances as well as active involvement in their professional development, engagement with current issues and trends and strong commitment in their teaching practices at school. As Cahyono (2008) and Tanang & Abu (2014) state that teacher professional development should not only be seen as a duty but also as a necessity to improve their quality of their teaching to answer the recent development and, therefore, assisting teacher to update their knowledge and skills and to deal with changes is inevitably required.

As an on-going and continuing process, teacher professional development should begin when a student-teacher embarks on their teacher training program (Lingam, Lingam, & Raghunaiya, 2014). It is also both soothing and challenging not only for students-teachers but also teacher educators involved. To certain extent, the meaningful integration of theory and practice is

central to the lasting discussion of how to theorize and implement foreign language teacher education.

In general, teacher professional development takes two main forms, the pre-service and the in-service. This study focuses on the discussion on pre-service teacher education. Pre-service teacher education means the education for teachers before they enter into service as teachers. During this period of teacher education program, teaching practices and theories go side by side. In addition to the field-related materials the pre-service teachers get during their education, they should also be introduced to and familiarized with the current teaching methodologies in order to optimize their knowledge and practice such as content and language integrated learning.

Content and language integrated learning emerged as an alternative to foreign language teaching approach is based on the fact that teaching English as a foreign language (TEFL) has been portentously defined as teaching English for no obvious reasons (TENOR) by some people. Theoretically speaking, teaching English as a second language (TESL) is defined as teaching language for learners who will use the target language in their host society and therefore the language is motivating by itself. Compare to TESL, TEFL is defined as the teaching English for the students who will unlikely use the language in their host society. Hence creating pseudo-motivating factors will be likely fostering the learners' engagement and acquaintance with English. For this purpose, teachers are required to hunt for a method to pull students into showing some interest which is not really something easy to perform for everyone.

One alternative way to enhance the motivation in learning foreign language is by contextualizing the language learning with the students' needs or specifically on what the students are actually learning apart from the language subject (i.e. Biology, Math, etc.). Methodologically speaking, this is known as integrating content and language learning or content and language integrated learning (CLIL). In the context of ELT, it is more commonly known as language-driven CLIL or

the weak CLIL. As a form of assisting process for pre-service EFL teachers, it is therefore highly recommended that language teacher education to include it in the curriculum of language teacher education (Banegas, 2015).

Marsh, Nikula, Takala, Rohiola, & Koivisto (n.d.) outline the type of areas to include in the initial CLIL teacher training curricula covering foreign language teaching methodology, communicative interactive methodology, communication competence and performance, immersion program, content-based foreign language curricula, form-focused versus meaning-focused instruction, foreign language teacher talk in CLIL, and CLIL teaching materials and assessment. This curriculum should not be seen as an exclusiveness of language teacher program where it is only offered as a part of internalization of language teacher education, instead it should be seen as a comprehensive curriculum within the language teacher education because the recent development of language teaching demands that it deal not only with the learning of the language itself but also make it as an investment for globalized education.

As a foreign language teaching methodology, particularly in Indonesia, CLIL is also inescapable from many shortcomings, especially when it is included in language teacher education. The institutions providing the language teacher education are required to earnestly analyze the needs of both the language and content curriculum before all actions begin. They are also required to equip the teacher-candidates with the ability of team teaching either by immersing it into the curriculum or by providing model. This is important especially when EFL teachers are required to cooperate with the content teachers in the classroom in order that they are prepared with the ability to manage the classroom on which emphasis to be focused on whether on the language or the content. Among all those challenges to be dealt with, other factors which should also be taken into account when language teacher educations decide to have CLIL in their curriculum are providing the access for the post-in-service training opportunities, immersion centers to facilitate the teachers, and teaching materials developments. This, according to Coyle (2007), is the paramount factors to be dealt with for assuring the quality of CLIL.

Language-Driven Clil Curriculum And Lesson Planning

In general, curriculum is defined in three levels: forward design, central design, and backward design (Richards, 2013). In central design, curriculum begins with the classroom process and methodology. Syllabus and learning outcomes are specified during the curriculum implementation. In backward design, the curriculum starts with the specification of objectives and methodology, while syllabus is created based on the specification of the objectives and the methodology selected. In forward design, in which CLIL is positioned, curriculum starts with the syllabus planning followed with methodology and assessment of learning objectives. Therefore, once content (language and contents) is agreed, methodology, outcomes, and assessment are later discussed.

In the provision to implementing CLIL methodology successfully, Mehisto et al. (2008) formulate the core features of CLIL methodology covering 1) multiple focuses, 2) safe and rich learning environment, 3) authenticity, 4) active learning, 5) scaffolding, and 6) cooperation. These core features should be guided by three clear outcomes both 1) Content-related learning outcomes, 2) Language-related learning outcomes that support the acquisition of content, and 3) Outcomes related to general learning skills.

While Mehisto et al. provide the core features and the outcomes in CLIL, Coyle et al. (2010) formulate 4Cs (content, cognition, communication, and culture) framework to ensure that learning is understood in holistic of both language and content integration and Language Triptych (language of learning, language for learning, and language through learning) to ensure that content specific-discourse and language is included in the language learning in completing the tasks.

Banegas (2015) in his study analyzed how the trainees of Didactic module perceived CLIL in their lesson planning practice. The analysis covered how the trainees identify learners' both cognitive and linguistics levels, structure the lesson, select the contents the language, formulate aims, set the language activities and content activities, and use the materials.

Identifying learners' cognitive and linguistics levels

The first thing required to define in planning CLIL-based lesson is identifying students' both cognitive and linguistic level. The requirement of the appropriate cognitive and linguistic level to the subject which students are learning is an ideal condition for successful CLIL implementation (Mehisto et al. 2008:12). As an implication of teaching which integrates content and language, the lesson is required to be both linguistically supporting and cognitively challenging (Coyle et al. 2010: 43) to enable new dialogic learning to take place. In this case, identification and organization of the level of knowledge (language and content) is required. Text (spoken or written) which is the source for information needs to be structured following the diagram of thinking to facilitate learning and the creation of activities which focus on both language development and core content knowledge. The revised Bloom's cognitive taxonomy (Anderson, Krathwohl & Bloom, 2001) might be working as guidance to structure the lesson that enable learners to undergo thinking skills from the lower to the higher order thinking skills, from remembering to creating. The order actually reflects the knowledge processing and knowledge; however, it is not supposed to be followed rigidly because the steps might overlap each other for example it does not mean that after understanding stage then goes to applying, instead it may goes like this. After students understand a text, they then analyze the structure of the text, apply the text structuring in a new text, and directly create a text and so on.

Structuring the lesson

After the cognitive and linguistic level of the students are analyzed, structuring a lesson is probably is the most important part of all lessons planning because it reflects the way the teaching and learning activities is run. In structuring a lesson, three-stage development is highly recommended covering warm-up stage, development stage, and closure stage. These three stages are actually not CLIL exclusive. They are essentially shared among all lesson planning practices. In warm-up stage, the lesson is started by prior knowledge activation for examples through elicitation and presentation of the new content. In development stage, students are exposed to and engaged with the target content and language for

example through form-focused instruction, vocabulary building, guided practice, etc. In the closure stage, the target content and language is summarized for example through a freer practice activity, wrap-up, setting a homework, etc.

Selecting content and language

Another thing need to be considered in CLIL lesson planning is content and language selections. Coyle et al. (2010: 28) underline that what is meant by content here is the non-language feature in the lesson plan. In CLIL context, content is not merely defined as discipline such as geography, history, or science. In a larger scope it may be defined as thematic content (i.e. ecosystem, global warming, etc.), cross-curricular content (i.e. climate change), interdisciplinary content (i.e. health in community etc.), etc. (Coyle et al. 2010: 28) as long as it is in line with the school subject curriculum. Therefore the meaning of 'content' is dependent to the context of the learning situation where CLIL is used. Along with the selection of 'content', aspect of 'language' is also chosen. This aspect is as equally important as content as implied in the content and language integration. Banegas (2015) highlighted that in the 'language' aspect, the language required to access the content skills and to carry out the classroom tasks is determined for example grammar, discourse function, lexis, phonology, and transactional expressions (i.e. describing, debating, evaluating, etc.). It is in this aspect Coyle et al.'s (2010) Language Triptych plays its role to make the interrelationship of content objectives and language objectives explicit.

Determining lesson aims

As implied in forward CLIL curriculum design, lesson aims are set once the content and language are fixed. In CLIL context, aims are defined in three interrelated ways: content aims, language aims, and learning aims (Banegas, 2015; Mehisto et al. 2010: 12). The examples of lesson aims are as follows:

Content aim: to learn about the solar system

Language aim: to use comparative and superlative adjectives

Learning aim: to develop summarizing strategies

Designing content activities

Although language-driven CLIL emphasizes a bit more on language learning, it does not mean that the activities are content separated, instead it challenges EFL teachers to incorporate appropriate content in their CLIL class without overemphasis on the contents. In designing the content activities, both content presentation and introducing or deepening language should be encouraged. Teachers should not only focus on content presentation for the sake of assisting students with simple and easy contents. They should also consider the aspect of language to be introduced or deepened because both content and language should be progressed in CLIL instruction.

Developing materials

As the summit of all lesson planning activities, materials act important roles as providing input particularly as scaffolding input. From materials, students have access and are able to deepen their content as well as language. As a main source of input, texts which will be used in the classroom need to be selected or even if selections are not possible, text modification and adaptations are necessary. Although this concerns with the authenticity of the texts, text adaptation is still required for the purpose of text comprehensibility and language pedagogy. Adaptation and modification might be necessary in order to suit the activities and input level to students cognitive and linguistic level. Although adaptation and modification concern with the less-authenticity of the materials, they have its own and more preferred place especially when it deals with comprehensibility of the materials. More exposure on the target language is a must, but to make it more comprehensible is a better option.

Designing classroom activities

Actually, language-driven CLIL is just similar to integrated skills based language teaching, therefore the tasks should enable students to get exposure on all language skills although it might be necessary that one skill is the main purpose of the lesson. Besides that, the tasks should also take into account the balance of meaning-focused and form-focused instruction. In meaning-focused instruction students are expected to reconstruct language through experiential learning with the content knowledge exposure. However, in order to be able to communicate the new construction of content

knowledge, they need the help of form to express the content in appropriate manner.

Setting the assessment

In a lesson plan, an assessment is usually set especially the formative assessment. This usually becomes a problem especially when teachers cannot take a position on which CLIL is to perform. When teachers decide to implement language-driven CLIL, therefore the assessment should be emphasized on the language although it does not deny the possibility of focusing on the content especially if it deals with the assessment of ideas in students' productive language (writing and speaking).

To this end, initiating language-driven CLIL in language teacher educations should be responded better by including CLIL in EFL lesson planning is the utmost and crucial issue in order to improve performance of TEFL. In planning CLIL lesson, teachers are required to be familiar with the characteristics of CLIL lesson that:

- 1) lessons must be integrative both language and skills and receptive and productive skills;
- 2) lessons must be based on reading or listening texts/ passages because the integration of content and language requires students to access information related to both content and language;
- 3) lessons should be based on the complexity of content not on the complexity of language structure;
- 4) language should be approached both lexically and grammatically;
- 5) language contents should be functioned properly in subject context;
- 6) lessons must consider the students' learning styles;

CONCLUSION

As the impact of the challenges for 21st century teacher nowadays namely 1) the reality that English is required in many contexts, 2) the knowledge required to communicate with the students from different contexts, 3) specific skills required by teachers to participate in the context of communication with students require language teacher education to equip the teacher-candidates to be responsive toward the

development of language teaching methodology that suits the learners' needs. By equipping the teacher-candidate with language-driven CLIL lesson planning skills in their education, they have been prepared to make EFL teaching more motivating, meaningful, and contextualized to the learners' needs. In addition to the requirement of language teacher education to be more responsive toward the recent development, teacher education should also enable teacher candidates to develop a critical perspective, providing them with the necessary means to nurture their continuous practice through the integration of theoretical innovations.

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UTILIZATION OF NETWORKS FOR IMPROVING THE QUALITY OF TEACHING AND LEARNING IN PRIMARY SCHOOL

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ABSTRACT

Education quality is one of the most important issues in Indonesia. Therefore, the Government of Indonesia (GOI) has prioritized the issue during several decades. A number of efforts for improving the quality of primary schools in Indonesia have been done to date, such as providing competence teacher, improving school management, developing innovative teaching and learning approach, conducting school self evaluation, implementing school accreditation, and providing and improving school facilities. However, the quality of primary schools have not increased significantly yet. One of the methods of improving the quality of primary schools is by utilization of network capital. It is formed from collaborative practices emerging from e-enabled human networks. The utilization of networks capital at the public primary schools by school stakeholders holds important roles in improving the quality of educational attainment.

Keywords: networks, improvement, quality, teaching, primary school

Education quality is one of the most important issues in Indonesia. The Government of Indonesia (GOI) has prioritized the issue during several decades. It has been stated on the National Midterm Development Planning that the targets of education development are to improve the access of society to education and to improve the quality of education (RPJMN, 2010).

There are three reasons for improving the quality of education in Indonesia. First of all, the quality of education input in the country is poor. It can be measured by a number of standards, such as school facilities, content, teacher and education administrator, and minimum service standard of education (Peraturan Pemerintah No. 19, 2005; Permendiknas No 15, 2010). For example, only 41,31% of primary school facilities (class rooms) in East Java province were good. Similarly, there were many teachers in the province who did not get bachelor degree in education and certificate of education (Provincial Education Office of East Java, 2009).

Second, the quality of education process in Indonesia is not good enough. The quality of education process can be seen by several indicators, such as student repeater rate, and student drop out rate. In East Java province for instance, the number of student repeater rate in primary schools was 2.56% or 103,883 students (Provincial Education Office of East Java, 2009). The student repeater rate was higher than those of the national standard of student repeater rate (<1%).

Finally, the quality of education out put in Indonesia was also poor. For instance, the

education attainment of Indonesian students at international level was poor. According to the result of TIMSS (*Trend in International Mathematics and Science Study*) in 2007, the score of mathematics of Indonesia students was 397, and the score of science was 427. These scores were below the average score of TIMSS, namely 500 (TIMSS, 2007). Similarly, according to the result of PISA in 2009 indicated that the proficiency of reading, mathematics, and science literacy of Indonesia students of 15 years old was poor. The score of the test in mathematics was 371. The ranking of the score was 61 of 65 countries which participated on the test (PISA, 2009).

A number of efforts for improving the quality of primary schools in Indonesia have been done to date, such as providing competence teachers, improving school management, developing innovative teaching and learning approaches, conducting school self evaluation, implementing school accreditation, and providing and improving school facilities. However, the quality of primary schools have not increased significantly yet. There are a number of ways to improve the quality of teaching and learning in primary schools. One of them is by using networks as part of social capital in our society.

DISCUSSION

The role of networks for improving the quality of teaching and learning

Indonesia has a large number of social capital. According to Bourdieu (1986:248) "Social capital is the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance and recognition". Similarly, Putnam (2000: 19) argues

that “social capital refers to connections among individuals-social networks and norms of reciprocity and trustworthiness that arise from them. In that sense social capital is closely related to what some have called civic virtue”. Finally, Fukuyama (1995: 10) defines that “social capital is the ability of people to work together for common purposes in groups and organizations”.

One of important dimensions of social capital is network. Network in primary school is accumulated personal relationship among the people in the school when they interact each other inside and or outside the school. The network can be categorized into two forms. First, school internal network. It is called bonding. Bonding was occurred when the people in the school have strong tied personal relationship with the people in the school and they interact each other. Second, school external network or bridging. It meant that the people of the schools had relationship with other people outside the schools. For instance, they have relationship with school inspector, sub district education office, district education office, and so on.

Similarly, Michael Woolcock has tried to identify three broad categories of social connections: (1) binding social capital, comprised of ties between like people in similar situations, such as immediate family, close friends and neighbors; (2) bridging social capital, which is made up of more distant ties with like persons, such as loose friendship and workmates; and (3) linking – or scaling – social capital, which reaches out to unlike people community, thus enabling members to leverage a far wider rang of resources than are available within the community (Woolcock, 1998: 13-14).

Another theoretical foundation for understanding the networks or interaction can be found in Homans’ (1950) studies of small primary group. He postulated in principle the reciprocal and positive relationships among three factors: interaction, sentiment, and activity. The more individuals interact, the more likely they are to share sentiments and the more they engage in collective activity. Likewise, the more individuals share sentiments, the more likely they are to interact and engage in activities (Lin, 2004).

Naturally, primary schools in Indonesia have both internal and external networks. However, the pattern of access and utilization of the networks were different among the primary schools. For example, the primary school of type A (big school) has more access and utilization of external network (bridging) than

those of the primary school of type C (small school) (Suharjo, 2014). The big primary school has external networks as follows: (1) relationship with other schools, (2) primary school principal working group, (3) primary school teacher working group, (4) Indonesia Teacher Association, (5) District Education Office (school inspector), (6) school committee members, (7) group of students’ parents at each grade, (8) students’ parents, (9) students’ sibling, (10) non formal education/subject course, (11) higher education, (12) social organization, (13) bank, (14) entrepreneur, (15) religious institution, (16) non government organization, and (17) mass media. In contrast, the small primary school has external networks as follows: (1) relationship with other schools, (2) primary school principal working group, (3) primary school teacher working group, (4) Indonesia Teacher Association, (5) District Education Office (school inspector), (6) school committee members, (7) group of students’ parents at each grade, (8) students’ parents, (9) students’ sibling, (10) non formal education/subject course, (11) higher education, and (12) social organization (Suharjo, 2014).

Utilization of the networks in the primary schools have important roles in improving the quality of teaching and learning. First of all, utilization of the networks provide innovation in teaching and learning. A variety of teaching innovations have implemented at the school, for instance, implementation of AJEL (Active Joyful, and Effective Learning), bilingual teaching, habit-forming of students, information and technology using for teaching, a number of extra curriculum activities, and lesson study. Research finding indicated that using longitudinal and network data in a study of the implementation of computer technology in six schools, the researchers find the effects of perceived social pressure and access to expertise through help and talk were at least as important as the effects of traditional constructs.

Second, utilization of networks give value added for improving the students’ achievement. The quality of school is not only in term of better students academic achievement, but also the quality of students’ personality, creativity, and autonomy. The quality of students’ academic achievement have increased dramatically in a primary school which utilized the networks. For example, the grade and the result of the national examination of the students are increased. Based on research findings regarding “Social Capital and Academic Achievement: Better School Performance through Improved Relations Between Students, Teachers and Parents” indicated that higher Mathematics scores are associated with schools where principals often supervise and interact with teachers; where principals know at least three quarters of the families in the school; where there is parental

financial or material support and involvement; and where the principal values parental involvement (APHRC, 2010).

Similarly, the primary school which utilized internal networks through several programs of habit-forming such as praying together and memorizing the Holy Quran verses before starting a lesson, conducting school ceremony, reading “Asmaul Husna” (directed by the fourth until sixth students), learning English in Fifteen Minutes, doing gymnastic, cleaning school environment, listening to seven-minute religious education, and singing national anthem – Indonesia Raya have important role in improving the quality of students’ non academic achievement.

A research finding regarding the social capital in a primary school indicated that utilization of the networks can improve students’ non-academic achievement. Several indicators of the success can be seen in terms of the results of competition in religious education, Indonesian, English, fashion, information technology, art, mathematics, science and mathematics, and national examination (Suharjo, 2014).

Another research regarding the role of network for improving teaching and learning was conducted by Lam (2006). He found that the results of his research support Coleman's thesis of social capital in the creation of human capital. It also underscores the importance of bridging social capital in student's learning.

CONCLUSIONS

Based on the research findings, it could be concluded that: utilization of networks in primary school had important role in improving the quality of: teaching and learning. In other word, utilization of the social capital in dimension of networks at the school gave positive contribution for improving the quality of teaching and learning in the primary schools. The networks have importance roles in providing innovation in teaching and learning, improving students’ academic achievement, and students’ non-academic achievement. The successful of both academic and non-academic achievement of the students at the public primary school indicated that networks dimension built by the school gave positive value added for improvement of teaching and learning.

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ETNOMATEMATIKA SUNDA: BEHAVIOR BERMATEMATIKA PEOPLE SUNDA

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ABSTRACT

Sunda Etnomatematika referred to in this research is mathematical in Sundanese culture Sundanese applied in everyday life now. Ethnic Sundanese Sundanese people living in the area of West Java, the Sundanese language and customs activities reflect Sunda. Etnomatematika Sundain this study is limited to three activities: estimating, patterns and measure. Of these three activities the term cubical, brick, and track pihuntuan.

Keywords: Etnomatematika Sunda, Estimate, Pattern Making and Measuring

Mathematics is the knowledge that is universal and underlies the development of science and technology. Mathematical knowledge is inherent (inherent) in everyday life, in which each of the activities undertaken daily will not be separated from the activity mathematically. In the marketplace, in the fields, in the fields, and a variety of human activities, the phenomenon mathematically always appear even many human activities that unconsciously a part of mathematics. In other words, the math is very close to the culture in the context of the behavior or habit that has existed since ancient times is done for generations.

In historical perspective, mathematics is essentially grow and develop from customs or culture generally accepted and agreed upon. Pandang course, how the birth of geometry at the time of the Babylonian and ancient Egyptian civilization around 5000 SM or 4000 SM to 500 SM. The use of visible geometry of construction-construction ancient civilizations, such as irrigation, flood control, drainage of swamps and large buildings. In the days of Egypt Kun o, geometry is used to reconstruct the boundaries of land on the edge of the Nile due to flooding. The flooding that always hit the banks of the Nile has removed the boundaries of land owned by the local community. The Egyptians are working hard to re-define the boundaries of the land without clicking the i area previously owned. The Egyptians later found measurements of length and wide as the system boundary demarcation agreed upon by the community and is often used to solve problems whenever the lands that they garap flooded back.

In a further development, the Babylonian and ancient Egyptian civilization is regarded as the forerunner of the birth of the branches of knowledge of mathematics, ie geometry. Possible knowledge awa lnya are cultural, such as: per try an observation, assumed / estimated

or activities that are intuitive, later evolving into knowledge that is standardized and universal. The geometry is then subjected golden peak in the era of Euclid (300 SM) with the construction of knowledge of geometry through an axiomatic system. Geometrical forms the base as has been widely used in the culture of the people previously regarded as *primitive concept* (knowledge base, a concept which is not defined). Links between this concept was spawned definitions, postulates / axioms and theorems that build a deductive system. The system deductive here which is accepted as the mathematical knowledge and placing geometry as a branch of mathematics.

Referring to how mathematics is found, the historical facts show that the birth of mathematics can not be separated from the culture from one era to the next. If fact, therefore, very appropriate if mathematics is seen as a product of culture (Sardjiyo & Pannen, 2005). Because mathematics is a cultural product, the development of mathematics would not be separated from the development of existing culture. In contrast, the extent of mathematical knowledge is growing, the implication is how mathematics influence on the development of culture in order to achieve a civilization.

Basically, human civilization will not be separated from the development of culture and mathematics. Nevertheless, because of the way to get it is different, not least appear skeptical that many of the community's culture that actually can not be separated from the activities of mathematical but considered separately or not be illuminated for the development of mathematics today. This search will bring to the study of the so-called etnomatematika. Gerdes (1994) revealed that e tnomatematika is mathematics applied by certain cultural groups, groups of workers / peasants, children of the community a certain class, the professional classes, and others. Culture in this context is certainly memili ki per perspectives are spacious and uniquely attached to the customs of

everyday life, for example: gardening, playing , creating, solving a problem, how to dress, and so on.

In particular ethnicity, culture inherent in society are typical and may vary with other ethnic groups. For example in the community (tribe) Sunda, how the *Sundanese* count or mention the many, *Hiji(one)*, *two(two)*, *tilu(three)*, *Opat (four)* ...etc., *salikur(twenty-one)*, *salawe(twenty-five)*, *sakodi(twenty)*, *Saraju(forty)*, *sawidak(sixty)*, *salaksa (ten thousand)*, *Saketi (one hundred thousand)*, uses the term time; *Wanci tumorek (00.30)*, *Wanci disada rorongkeng (02:30)*, *Wanci haliwawar (3:00 to 3:30 pm)*, *Wanci Balebat (05.00)*, ... etc ; the vast size; *satumbak (3.77 m)*, *sabata (14 m²)*, *sapal (1.5 km)*, *saelo (0.688 m)*, ... etc; calendar system (similar to dating hijriyah; month 1 (*Pleiades*, 30 days), the 2nd month (*margasira*, 29 days), the 3rd month (*posya*, 30 days), ..., and so on. In the game Sundanese rules thick with mathematics, *bubudugan*, *gatrik*, *galah*, *dam-daman*, *lelempengan*, *encrak*, *sunda manda*, ... etc; and more Sundanese culture is very strong with a mathematical activity.

Behind the terms mentioned above, in fact a lot of the behavior and habits of the Sundanese interesting for further study. Behavior and habits, among others, appeared on the activities of *rang* Sunda in doing three activities; *estimate*, *create patterns*, and *measure*. In assessing the activity, the term *cubical* which is used people Sunda to estimate the volume of logs (either already finished or still in the forest), the volume of stone or brick (usually collected at the home page), and so on. In the course of making the pattern of the term *pihuntuhan*. *Pihuntuhan* a benchmark (*ugeran*) used *the* Sunda to construct bamboo craft that became typical of Sunda. In the course of *measure* (eg, widely used in measuring land paddies, fields, and gardens) the term *brick*. *Bata* shows the measured area of land, equal to 14m² or they sometimes made up his number to 14 m². It's unique use of *brick* term is how the activity of *the* Sund a conducting measurements on fields, fields or gardens with an irregular shape (non-Euclidean geometry).

The third addition to the above activities, is still a lot of behavior and customs of *the* Sunda that can be categorized in etnomatematika. Sunda history itself reaches a very long period of time, ranging from Banten (Babad Salakanagara), to spread covers a whole area of West Java (Babad Tarumanagara, Sunda, Galuh Pakuan, pakuan pajajaran until the time of the spread of Islam throughout the region of West Java). Although all three

activities that are the subject of this paper do not represent actual Sundanese culture, but the focus of study of this paper is not on the exploration of Sundanese culture, but the mathematical concepts (shown) practiced in Sundanese culture. In other words how *the* Sunda bermatematika according to the customs or habits inherent in their daily lives.

Etnomatematika associated with the study, the studies in this paper will focus on two things: (1) how *people* Sunda perform mathematical activity in their daily lives, (2) how *the* Sunda practice mathematical concepts in their everyday culture. The first study seeks to unravel the mathematical activity that unwittingly carried *the* Sundanese. With in-depth study (further study), the knowledge gained from this first study will possibly generate new mathematical knowledge, both from the perspective of mathematics or mathematics education. The second study sought to uncover the extent of the underlying concepts *person* Sunda (in accordance with the understanding) to solve their problems. It is this second study provides space on culture-based math learning, namely how to understand a mathematical concept based on contextual issues that arise in Sundanese culture. This study fits the idea d'ambrosio (Shirley, 1995) that the teaching of mathematics for everyone should be adapted to the culture.

METHOD

The method in this research is exploratory with an ethnographic approach. Explorative method is a method used to find, explore and find a symptom or event by conducting an assessment of the symptoms (Gulo, 2000). While the approach of ethnography, is a research approach with the involvement of researchers in the association Sunda among the sites selected (Spradly in Muzdalipah & Yulianto, 2005). The location of this research is Kampung Cigandol, Sukasetia Village, District Cisayong, Tasikmalaya. Geographically, the location of selected research is located on tribal Galunggung. In the history of Sunda, Galunggung is the name of a small kingdom that was formerly part of the Sunda kingdom. Galunggung the Sunda royal *ancestor* who became one of the forerunner of the birth of Tasikmalaya Regency.

The focus of this research is etnomatematika Sunda in relation to *culture* Sunda in activity; estimate, making patterns and measure. *People* Sundanese referring to the studied subject who behave *nyunda* and generally inhabit the township. *Nyunda* behavior is reflected in the figures selected as informants reflect the observed behavior of Sunda. To get comprehensive data on the focus of the study examined, data collected through two stages: (1) observation, namely: observing the behavior and habits of the Sundanese (including the creation of the Sundanese) in

assessing activities, making patterns and measure; (2) interview, namely: conduct interviews with community leaders or traditional Sundanese. After the data is collected, and then do the tabulation of data to look at the symptoms of mathematical intentionally or unintentionally done by people Sundanese. The results of the tabulation of data is further analyzed to see how behaviors Sundanese practice mathematics and mathematical concepts what is practiced in the daily life of the Sundanese.

RESULTS AND DISCUSSION

Etnomatematika in this study focused on the activities of the Sundanese people in their daily activities: assess, create patterns, and measure. The potential of these three activities etnomatematika first tabulated in the form of descriptions of observations of behavior or habits of the Sundanese people based on each activity was observed. The results of this observation later confirmed through interviews ditranskripkan and then tabulated back into supporting data. Description observations and interviews is more fully described in the following description.

Description Etnomatematika Sundanese

Description etnomatematika *Sundanese* apparent from the following activities.

estimate

Assess is an activity that many *people* do Sunda. Usually *people* use activities estimate Sunda to bid on an object or goods; heavy objects, land area, or volume of a particular object. If estimates one or slip far below the actual size, the risk of the Estimator will suffer losses. One measure used to estimate the *person* Sunda is *cubical*. *Cubical* volume is a unit of measure used to estimate the wood pile, the pile of rocks, sand volume and so on.



Gambar 1. Kayu balok

Gambar 2. Kayu Albasiah di Kebun



Gambar 3. Gundukan Batu

An interview following describes the use of *cubical* in everyday *people* Sunda (P = researcher, and T = figures):

-
- P : Upami *kibik* dianggona kana naon, Pa?
- T : [Sambil duduk di atas *jojodog*] Tah, ayeuna misalna tihang [maksudnya: kayu balok] 2 m; panjang 2 m, congona 10 senti.
- P : Maksudna 10 senti teh kumaha? [Sambil menggambarkan sketsa kayu balok di atas kertas], Kadieu 10 senti, kadieu 10 senti [Menunjukkan ukuran tinggi 10 cm, lebar 10 cm].
- T : Enya kitu! [Sambil menoleh, kemudian menunjuk pada gambar]
- P : Teras kumaha?
- T : Nya, nu disebut sakibik teh 50 tihang!
- P : Maksudna? [Masih bingung]
- T : Nya, 100 meter. 50×2 [Sambil menjelaskan]. Jadi, lamun 3 m berarti $33\frac{1}{2}$.
- P : $33\frac{1}{3}$ panginten.
- T : Dibuleudkeun, biasana $33\frac{1}{2}$.
- P : Teras, pami naksir kai di kebon, carana kumaha?
- T : Tah, lamun naksir kai, tingal jangkungna sabaraha, buleudna [maksudnya: keliling kayu] sabaraha. Misalna jangkungna ditaksir 5 meter, buleudna 50 cm.
- P : Cara ngukur buleudna, kumaha?
- T : Eh...., gunakeun tali atuh?
- P : Teras?

- T : Ditaksir nu 2 meter, 10 siki?
 P : Nu 3 meter, 10 siki? [Memotong kalimat]
 T : Moal mungkin, da congona, paling ge aya kana 5 siki? Jadi, kabeh lobana kur 35 siki, teu sakibik-kibik acan.
 P : Oh, kitu!
 T : Tapi kade, da kanyataanana mah teu 10 senti, 8 senti, tah nu asli mah 10 senti.
 P : Atuh rugi meureun.
 T : Makana, dina jual meuli kai mah orang kudu bisa naksir sahandapeun anu diitung ku orang.
 P : Pami ngitung batu kumaha?
 T : Lamun dina batu mah, itung gundukanana, misalna panjang 2 meter, kaluhurna 50 senti.
 P : Carana! [Sambil mencoba menggambar balok yang tinggi dan lebarnya sama]
 T : Tah kadieu 50 senti, kadieu 2 meter, jadi sakibik. [Sambil menunjuk pada gambar]

.....

 Sundanese *people* use the term *cubical* seems to get 100. The use of numbers 1 *cubical*(*Sakibik*) may be used to summarize or mempraktiskan calculations. In an interview that appears to determine the volume of logs; 1 cubical = 50 x 2 m = 100 m or 1 cubic = 33x 3 m = 100.5 m or close to 100 m. Similarly, the stone 2 x 50 = 100. In addition, *the* Sunda also good estimate (estimate), using estimated high or low estimates so the opportunity to get the loss in buying and selling can be minimized.

Creating Patterns

In contrast to the estimate, making the pattern used by *the* Sunda in activities that require precision. Making activity pattern widely used by *people* Sunda when making bamboo handicrafts typical of Sunda land, such as: *dudukuy*, *Aseupan*, *hihid*, *sieve*, *nyiru*, *boboko*, *tampir*, *telebug*, *tolomong*, ... and so on. This activity is a legacy of *the* ancestor who still preserved.



Figure 4. Some Bamboo Typical Tatar Sunda(*boboko*, *nyiru*, *Aseupan*, *sieves*, *hihid*,and*Besek*)

In particular pattern of activity to make bamboo handicrafts, *people* Sunda recognize the term *pihuntuana*. This term refers to a *benchmark* or initial pattern used by *the* Sunda for mengkonstuksi a form. Uniquely, this *pihuntuana* determines the next pattern or shape desired. So, if this *pihuntuana* wrong, it can be ascertained that the pattern will then be wrong or even will not achieve the desired shape. Here are excerpts of an interview with the figures that describe *pihuntuana*.

-
 P : Pami nyieun karajinan [Maksudnya: produk hasil kerajinan Sunda, seperti: nyiru, hihid, ayakan, boboko, dan sebagainya] kumaha, Pa?
 T : Lamun genep, angkat tilu. [Sambil mengangkat jari-jari tangan kiri ditambah ibu jari tangan kanan, lalu mengangkat jari tengah, jari telunjuk, dan ibu jari tangan kiri. Dilakukan secara spontan]
 P : Teu kahartos, maksadna kumaha?
 T : Eh..., ieu geura contona [sambil mengambil boboko]. Tah ieu pihuntuana anu genep.
 P : Nu mana, Pa? [sambil melihat boboko]
 T : Tingali tengah-tengahna, anu mola kaditu kadieu, tah ieu? [sambil menunjuk pada pihuntuana]. Sok geura itung, hiji, dua, tilu, opat, lima, genep. [Menghitung tiap pelapah bambu yang dijadikan pihuntuana]
 P : Aya kahandap, tah nu ieu mah [sambil menunjuk pola], nu ieu kaluhur [sambil menunjuk pola sebaliknya]
 T : Enya, tah gening, nu kenca kahandap tilu, handapeunana dua kahandap, terus kahandap hiji. Nu katuhu, kaluhur tilu, terus kaluhur dua, jeung kaluhur hiji. Sarua eta teh kaditu-kadieu oge ngan sabaliknya. [Memperlihatkan pola yang disebutkan]
 P : Geuning tah kahandapna, kahandap dua, kahandap hiji, kaluhur dua, kaluhur. [Sambil menunjuk pihuntuana sebelah kiri]. Jadi teu pararuguh polana.
 T : Macana ulah dibalikeun, lieur. Tujuanana ngarah ngepang tangtung.
 P : Naon ari ngepang tangtung, teh?
 T : Enya, tah kawas kieu [Sambil menunjuk pada pola]. Tah, fungsina pihuntuana ieu keur nyusun juru opat anu ieu [Sambil memperlihatkan keempat juru boboko]. Kahade beda jeung nyieun ayakan.
 P : Naon bedana kitu, Pa?
 T : Bedana dina nangtukeun pihuntuana, geura titenan ieu [Memperlihatkan sebuah ayakan]. Ieu mah pihuntuana aya tilu, molana ti tengah ieu [Sambil menunjuk pusat pola yang ada di tengah]. Tah geuning, kaluhur hiji, kaluhur tilu, kahandap hiji, kahandap tilu, ...jeung saterusna.
 P : Oh.... kitu.

- T : Kahade, beda geura, lamun pihuntuanana genep, bisa nyusun juru opat. Jadi anu pihuntuanana genep bisa nyieun kojong, boboko, telebuk, tolomong. Anu pihuntuanana tilu, bisa nyusun juru hiji jeung anu buleud, aseupan, ayakan, tampir, nyiru.
- P : Geuning ari hihid pihuntuanana tilu [Sambil menunjuk pada hidid].
- T : Apanan juru hiji, tah mimitina ti dieu [Sambil menunjuk pada sudut hihid], terus dilepekeun jadi wae bisa pasagi.
- P : Naha nya, bisa kitu, aneh!
- T : Tos ti dituna kitu, ti karuhuna.

Based on excerpts of the interview above, it appears that when *people* Sunda dealing with very tight pattern at all. *People* Sunda not be playful or use an estimate because the consequences would be fatal once. Note the picture *pihantuan* (benchmark) which form a pattern *interpreter four* (top four) and pattern *interpreter Hiji* (corner Hiji) and pattern *anu buleud* (in a circle) below.

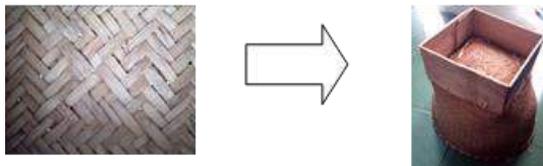


Figure 5. *Pihantuan* six that produces patterns *interpreter Opat*

Pihantuan six numbers determine *kahandap* (down): 3, 2, 1, is in a position to the left of center; The next row; *kaluhur* (above): 2, 1; *kahandap* (down): 2, 1; *kaluhur* (above): 2, 1; etc. The position of the right and front positions are opposite.

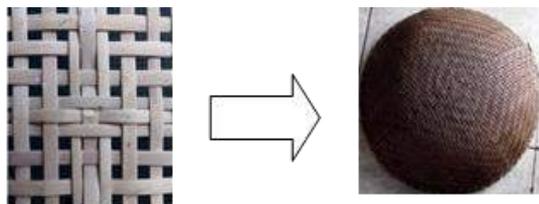


Figure 6. *Pihantuan* three that produce *interpreters Hiji* and patterns *buleu*

Pihantuan produce a pattern of three consecutive numbers *kaluhur* (above): 1, 3; *kahandap* (down): 1, 3; *kaluhur* (above): 1, 3; *kahandap* (down); 1, 3 ... and so on. For *interpreter Hiji* (corner one), such as: *Aseupan* (shaped like a cone), from a central point with three turns leaving *pihantuan* *pihantuan* three lanes. Most likely, this *pihantuan* pathway,

which then formulated construction cones, which basically terkontruksi of lines and line diameter circle artist. For *buleud* pattern (round / circle), *pihantuan* path of the central point was to make a line perpendicular to each other. *Pihantuan* path length from the central point to the edge of the circle (the term *wengku*), equal in length. Thus, it is not surprising if there are (not all) *nyirusieve-shaped* or hemispherical with *pihantuan* path of the central point is equal to a quarter of the circumference of the ball.

One more thing is the uniqueness found in both kinds of construction geometry *pihantuan* above. Although the stages of webbing on both *pihantuan* above is different, but the observation of the pattern formed *ngegang tangtung* appears square patterned rows spread, both in *pihantuan* *pihantuan* six and three. The pattern is not apparent and hard to identify (limited number of researchers) limits, because it can only be observed at a certain distance.

Measure

Measuring a mathematical activity that can not be separated from everyday life *people* Sunda. Many terms that appear with these activities; unit length (*sadepa, sapal, sahasta, sameter, sajengkal, satampah, Sadim, ...* and so on), unit area (*sabata, sahektar, satumbak, saelo, saicak, sabau, ...* and so on), unit volume (*sakibik, sadam, sakojong, satelebug, ...* and so on). In addition to the terms that it has become an international force, *the* Sunda usually use the names of objects used to measure (for example: *sakojong*= one *kojong*, because objects that are used as a measuring tool is *kojong*).

Among a number of terms above, there is a term measure commonly used to measure the area of land, rice fields, namely: brick. In connection with this measure, *the* Sunda has a unique term, namely: *measures one*. So *measures one* for *the* Sunda identical to measure the rice field, or a particular land area.

Sunda *measures one* for *people* is to determine how the brick area of land he owned. *Sabata* value is 14 m² or more precisely 14m². If this land will be bought and sold, then the brick size determines the price of land to be agreed through bargaining.

There is a mathematical concept that is used as the basis for determining the size of a brick, namely: the concept *pasagi brackets*. *Pasagi* term may be synonymous with square *brackets*, but to calculate the area *pasagi* these *brackets*, *the* Sunda determine this by multiplying the length x width. The concept length x width determines the general perception of *people* Sunda in calculating the land area in units of brick.

The following excerpts from interviews reveal how *people* Sunda measure the land area with brick unit.

.....

P : Cik Pa, ari sabata teh sakumaha?

T : Sabata sarua jeung opat welas meter pasagi. Tapi, sabenerna mah saratus pertujuh. Jadi, lamun boga sawah saratus meter pasagi sarua jeung tujuh bata. Lamun genep ratus meter, opat puluh dua bata [600 meter maksudnya 600 m²].

P : Ari cara ngitungna kumaha? Misalna rek ngukur model kieu [Membuat dan menunjukkan gambar persegi dengan sisi = 20 meter].

T : Kari ngitung, panjangna dua puluh meter, lebarnya dua puluh meter; berarti panjang kali lebar, opat ratus meter pasagi. Opat kali tujuh sabaraha? [Sambil bertanya ke peneliti]

P : Dua puluh dalapan.

T : Tah sakitu, dua puluh dalapan bata.

P : Kumaha lamun modelnya kieu? [Menggambar segitiga sebarang dengan sisi-sisinya masing-masing 40 m, 60 m, dan 70]

T : Jumlahkeun, tujuh puluh tambah genep puluh sabaraha? [Bertanya ke peneliti]

P : Saratus tilu puluh.

T : Bagi dua, nu ieu ge bagi dua [Sambil menunjuk angka 40], terus kalikeun, jadi sabaraha? [Kembali bertanya kepada peneliti]

P : Sarebu tilu ratus.

T : Kalikeun tujuh, jadi salapan puluh hiji bata [13 x 7 = 91].

P : Naha, Pa, nu dijumlahkeunana nu ieu jeung nu ieu, heunteu nu ieu jeung nu ieu atawa nu ieu jeung nu ieu? [Sambil menunjuk pada bilangan 60 dan 40; kemudian bilangan 70 dan 40]

T : Ah, kitu wae. [Tidak memberikan penjelasan]

P : Kumaha lamun nu ieu? [Menggambar segiempat sebarang dengan sisi-sisi yang berhadapan masing-masing 3 m dan 5 m serta 6 m dan 8 m]

T : Nu kitu mah kudu direncah.

P : Naha, heunteu kawas cara tadi? [Maksudnya cara seperti menghitung luas tanah berbentuk segitiga sebarang]

T : Bisa wae, sok geura itung, lima tambah tilu bagi dua, terus genep tambah dalapan bagi dua sabaraha?

P : Dua puluh dalapan.

T : Kalikeun tujuh berarti menang sabata salapan genep [0,28 x 7 = 1,96]

P : Naha, carana bisa kitu?

T : Ih... coba wae, misalkeun bentukna tah model kieu [Sambil menggambar persegi panjang], kadieu tilu puluh sarua jeung nu ieu [Menunjuk pada ukuran panjang],

sabelahna dua puluh sarua jeung nu ieu [Menunjuk pada ukuran lebar]. Tilu puluh tambah tilu puluh bagi dua, nu ieu, dua puluh tambah dua puluh bagi dua, jadi, genep ratus, opat puluh dua bata.

P : Lamun bentukna kieu [Menggambar bentuk kurva tertutup sederhana].

T : Direncah eta mah, bisa dibagi tilu, opat, lima, ...Tah nu hese mah lamun bentuknya buleud.

P : Carana?

T : Dikurilingkeun ku tambang, terus dipasagikeun.

.....

As with other units of measure, unit actually has a *brick* raw conversion value, namely, m². Even with that number, *the* Sunda seem to have a constant figure 7. For example, to declare 700 m² simply multiply 7 x 7 = 49 bricks. Actual calculation is (700 m² x) Bricks = 49 bricks. Thus, the term *brick* appears only for the purpose of conversion.

Unit *brick*, as is revealed in the interview above, a unit area. To find the area of a field or fields, *people* Sunda based on the square or rectangular shape, any form of land or fields. Perceptually, *the* Sunda considers that whatever the form of a land essentially be formed into a square or rectangle. In this case, it turns out *people* Sunda has known and long used the concept of approximation or approximation.

In addition to the concept of approximation, *the* Sunda is also committed to the principles of connectivity with mathematical concepts previously understood. To transform the shape of certain land into square or rectangular shapes are used the following approach.

$$p \times l = \frac{p+p}{2} \times \frac{l+l}{2} = \frac{2p}{2} \times \frac{2l}{2}$$

for p = length and l = width.

Person Sunda may not be aware that such cases occur because of the position and the length and width of a square or rectangle of the same length. If it is stated that each pair of different length and width, for example P₁, P₂ or l₁, l₂, then

$$p \times l \neq \frac{P_1 + P_2}{2} \times \frac{l_1 + l_2}{2}$$

Attempts to generalize may have existed in the minds of *people* Sunda, but has not reached the appropriate logic.

Discussion

Activities of *the* Sunda estimating, create patterns, and measure illustrates that there has long been a mathematical activity and hereditary nature. This activity is so embedded in our daily lives and

cultural in nature, both in the context that consciously or unconsciously. Some of the activities carried *people* Sunda seems to really apply mathematical concepts, such as: unit conversion *cubical* in assessing, estimating unit conversion and the use of *brick* in the formula length x width to determine the extent of a particular land. In addition, there are also activities that may develop mathematical concepts, such as in the context of pattern formation *pihantuan*.

In principle, the basic terms of measurement used *the* Sunda, such as: *cubical* and *brick* has strict rules. Tight both measures can be explained as follows.

- 1 cubical, valued with 50 wooden poles (each length of 2 m; square-shaped end with a side length of 10 cm). Thus, the timber is shaped beams with each area of the base = 100 cm². Due to the length of 2 m = 200 cm, the volume of 1 cm² poles = 100 x 200 cm = 20,000 cm³. Thus, 1 cubic = 50 x 20,000 cm³ = 1000.000 cm³ = 1 m³. When the pole 3 m long, a lot of wood 33, Meaning, one cubical = 33 x 30.000 cm³ = 1000.000 cm³ = 1 m³.
- 1 brick = 14m² means that for 100 m² = (100: 14) = 7 brick (bata).

By looking stringency in the use of both terms of these measurements, it seems *people* Sunda use the terms to replace a similar term. The goal is nothing else bar angkali for practical value, in terms of addressing and also its usage. For example the use of cubical in *assessing* activities, generally wood poles for house building measuring 2 m, 3 m, 4 m and 5 m with a square-shaped plate measuring 10 cm x 10 cm. So, if there are 25 pieces of wooden poles with a length of 5 m, it is easy to guess that the volume of the entire timber is one quarter of a cubical. *People* Sunda clever estimate using cubical units are typically good a jug in bargaining, when buying timber remained in the forest with a contract system.

Then, why in the measurement using the term brick, *person* Sunda ignore accuracy. Try concern, depending on the calculation of how one of the characters Sunda in determining the land area with brick unit when compared with the mathematical concepts used.

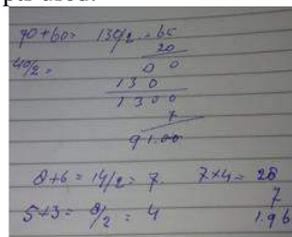
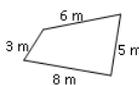
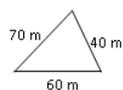


Figure 7. A Model Calculation Results One Sunda in Determining Land

Let us compare the results using a formula Heron and Brahmagupta (Posamentier & Stepelman, 1990), as follows.

- Suppose a = 40 m, b = 60 m, and c = 70 m, with s = ½(40+60+70) m = 85 m, the area of the triangle is

$$L = \sqrt{s(s-a)(s-b)(s-c)} = \sqrt{85 \cdot 45 \cdot 25 \cdot 15} = \sqrt{1.434.375} = 1197,65$$

In units of brick, 1197.65 x brick = 83.84 brick.

- Suppose a = 3 m, b = 6 m, c = 5 m and d = 8 m, with s = ½(3+6+5) = 11 m, the area of the quadrilateral is

$$L = \sqrt{(s-a)(s-b)(s-c)(s-d)} = \sqrt{8 \cdot 5 \cdot 6 \cdot 3} = \sqrt{720} = 26,83 \text{ m}^2$$

Be converted into units of brick, 26.83 x brick = 1.88 brick

It seems that there are very significant differences in outcomes between the calculation results with mathematical concept Sunda figures are already known. Nevertheless, *the* Sunda actually can use the concept of partitioning that may result will not be much different. Thus the concept of partitioning into the shape of a square or rectangular acceptable mathematically (we say in the transformation of perceptual), but for a transformation in the form of mathematical equations can not be accepted, because the generalization wrong.

In contrast to the estimating and measuring activities, activities create patterns can be considered as the full and very strict rules. Tightness in activities to make the pattern set by *pihantuan* as the basic construction of a form. The pattern of 3-2-1 with six *pihantuan* kontuksi *interpreter* is four, while the pattern is 1-3 with *pihantuan* three kontuksi *interpreter* one and circles. Kontuksi one *interpreter*, *interpreter* of four, and the next ring set by the central point *pihantuan* that form pathways *pihantuan*. *Interpreter* *pihantuan* one has three lanes, four *interpreters* have four *pihantuan* lines, and circles also have four lanes *pihantuan*.

When observed more closely, *pihantuan* path has several functions: (1) forming a circular pattern (*sifter*, *nyiru*, *Aseupan*), (2) forming a symmetrical braids *tangtung* (present in all webbing). Both of these functions according to the opinion of researchers have close linkages with mathematical concepts. Generally *sieve* and *nyiru* parabolic, so that the path in both woven *pihantuan* seems easily traced with parabolic equation. So also

in *Aseupan*, because *Aseupan* generally conical, then the path *pihuntuhan* easily traced to the concept of a cone (line *pihuntuhan* painter is the line on the cone).

As with the *tangtung braid* pattern is formed. *Tangtung braid* pattern turned out to construct various geometric patterns. One geometric pattern observed is a row of square *terkontruksi* are divergent. This geometric pattern is quite difficult to detect because it can only be observed at a certain distance (need to search further).

What was done by *the* Sundanese of the three activities above is actually only a small part of the Sundanese culture which is very viscous with a mathematical activity. Regardless of whether a mathematical concepts are strictly applied by *the* Sundanese, various cultural activities Sunda fact be inspired understanding of mathematical concepts that already exist as well as the development of mathematical concepts that may still need to explore further. In other words, Sundanese culture is the inspiration that can be used as an alternative source of learning for a different mathematical understanding.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on the findings and the focus of the proposed research, the following conclusions can be delivered: a) *People* Sunda perform mathematical activities based on practical value inherent in everyday Sundanese culture. This is reflected in the activity of assessing and constructing measures based culture that has been handed down or based on objects that are used to measure activity; b) For the basic concepts of size and pattern-making activities, *the* Sunda apply mathematical

concepts are very strict. Knowledge application partitions on basic concepts of size and pattern *pihuntuhan* constructing certain geometric patterns really menginspirasi application and development of mathematical concepts were amazing. However, for the application of mathematical concepts in relation to mathematical concepts previously understood not meet a rule of thumbs mathematical agreed (visible from how to make generalizations are false).

Suggestion

Some suggestions can be delivered on the above conclusions; a) In relation to etnomatematis based learning, Sunda etnomatematika can be used as a learning resource or materials for the development of learning tools; b) Some etnomatematika Sunda in this study requires further investigation, but because there is a lot of information is lost, the study in the context of historical phenomenology may be necessary.

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IMPLEMENTATION OF TEACHING USING CURRICULUM 2013 IN SCIENCE SUBJECT FOR THE ELEMENTARY SCHOOL AT BLITAR CITY

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ABSTRACT

The implementation of Curriculum 2013 in the elementary school level in Blitar City started in 2013. The purposes of this research are to 1) examine the implementation of teaching science subject in elementary school in Blitar City and 2) find out the problems met in teaching the mentioned subject in elementary school in Blitar City. The method used is descriptive qualitative. The data collected through observation, interview, literature, and documentation. The sampling collection adapted snowball sampling technique. The sample taken are for higher-classes of elementary school level in four school in Blitar City. The data analyzed through triangulation, data reduction, presentation of the data, and conclusion. According to the research, the teaching of science subject in elementary school using Curriculum 2013 demand experimental activity. The character reflected during the implementation of the teaching met the curriculum demand. The teacher's competence and class' facility indeed affected the teaching and learning process. However, teachers have to adjust the scoring and the teaching material difference between the teacher's book and students' book.

Keywords: *teaching and learning science for elementary school, Curriculum 2013, higher classes of elementary school*

In the world of education, curriculum is a planned of teaching and learning which includes guidance and instruction on type, scope, order of the contents, and the process of teaching and learning. In the 2013, The Ministry of Education and Culture has done the revision of the curriculum, from school-based curriculum (Kurikulum Tingkat Satuan Pendidikan) into Curriculum 2013 or national curriculum. The shift of curriculum called out pros and cons from the teachers. The pro-side teachers said that the new curriculum demand the students to be more creative and independent. In the other hand, the curriculum also criticized for combining several subjects, which leads to less focused materials.

Curriculum 2013 is the further development of competence-based curriculum and school-based curriculum that integrating character, cognitive, skills, and students' competence at once. This curriculum has been implemented step-by-step since academic year of 2013/2014 locally in appointed schools. At first, the curriculum is implemented only for grade I and IV of elementary school. However, as the time goes, the government instructed the implementation for all grades in elementary school.

Curriculum 2013 for elementary school level, according to Minister of Education and Culture's Regulation Number 22 Year 2016 on

standard of process, said that the teaching and learning process ought to be done in interactive, inspiring, fun, challenging, and motivating manner. Besides, it is ought to give enough room for initiative, creativity, and independency according to the students' talent and interests, also the physical and psychological development of the students. The approach brought in the teaching and learning process including scientific, integrated thematic (intercourses thematic), and thematic (within a single subject). The learning models that needed to be carried out including inquiry learning, discovery learning, project-based learning, and problem-based learning.

The teaching and learning of science subject, in Curriculum 2013 particularly, is done in integrated way through various themes. Science subject accentuates on how the students learn and how the learning affects the students' cognitive development. The process of learning and teaching the aforementioned subject also demand students' activity; both physical and mental, focus on students' interest as well as their experience in daily life. The teaching of science subject in elementary school has three main purposes: develop students' scientific-related skill, perceive the concept of science, and develop characters related to the subject itself.

The implementation of Curriculum 2013 in elementary schools in Blitar City started in 2013. As models for the implementation, the government appointed 14 public elementary school; several Islamic elementary school, both public and private. Regarding the aforementioned matter, the researcher would like to determine the implementation of the science subject teaching and learning in elementary schools in Blitar City. The focus of the study is describing and finding out the handicap and problems in the implementation of the teaching and learning process in the elementary schools in Blitar City.

METHOD

In this study, the research use the descriptive qualitative approach. It refers to descriptive research which emphasizes the use of analysis of process and meanings. The approach started from in-field observation in real-life situation, not relied on the theory at first. This research is done to describe a process of teaching and learning process on real-life situation as a reference to determine the weakness of the practice as a base for suggestion and revision; analyze facts, evidences, and circumstances happened during the teaching and learning process; conclude hypothesis related to the principles and concept of education, based on the data and information. The data and information collected from the in-field then will be drawn into meanings and concepts through descriptive analytic explanation, without using numerical data, since it emphasizes on the process.

The subject of the study are teachers of grade IV, V, and VI of model schools for Curriculum 2013 in Blitar City; including SD Bendogerit I, SD Sentul I, MI Perwanida dan MI Negeri Gedog. The study has been completed in August–October 2016. The sampling in this research is done using snowball sampling. Snowball sampling is a method in sample-taking from a population. The aforementioned method is included in non-probability sampling technique, in which the sampling has uneven probabilities. This method is specifically employed for collecting subjective data from the respondents/sample which may representing the community or in other words, the sample of the object is rare and agglomerate in a specific group. Snowball sampling is a multilevel sample-taking method.

The data collection is being done through observation and documentation during the teaching and learning of science subject in particular themes. Besides, the researcher also collected the data through interviews and questionnaire, in order to determine the problems

during the teaching and learning process. Lesson plans also collected as a part of written data.

The data then analyzed using triangulation technique. This technique is employed to check the validity of the data collected in the observation stage, then supported with interviews to enrich the data. The researched performed the validation by utilized the data source. Triangulation with source means comparing and double-checking the validity towards the collected data.

RESULTS AND DISCUSSION

Results

The result of teaching and learning observation SD Negeri Bendogerit 1

This school is located in Jalan Hasanudin Blitar. The implementation of Curriculum 2013 started in the academic year 2013, since the school was appointed as a model school. The observation was done on grade V and VI. Grade V consists of 34 students, while grade VI consists of 23 students. In grade V, the classroom set allows the students to discuss with the others, in group of 3–5 students. Meanwhile, the classroom setting for grade VI doesn't designed for group work. The class teacher for grade V is Ms. FebriyanHerwanti, SPd, 34 years old. She has been teaching for 12 years. The teacher for grade VI named Ms. RetnoWidyastuti, SPd, 44 years old. She has been teaching for 18 years.

The teaching and learning done in grade V demanded the students to actively participate in the process –from answering teacher's questions; seeking information needed from books, internet, or through group discussion. The teacher started the class by calling out apperception about water cycle. Then, the teacher divided the class into several groups by handed out them cards with several name of fruits. The teacher then gave worksheet that should be done through the discussion. The students were actively participated in this activity.

Meanwhile, the teaching and learning implementation done in grade VI started with questions and answers session, regarding the material discussed in previous meeting. The theme for the grade VI was plants adaptations. For the next stage, the teacher allowed the students to have group discussion while completed the worksheet. The students then asked to observe the plants in the school yard, followed with worksheet presentation. The students assigned to list the plants adaptation based on their observation, followed with class discussion.

SD Negeri Sentul 1

This school is located in Jalan Trowulan 2 Blitar. The implementation of Curriculum 2013

started in the academic year 2013, since the school was appointed as a model school. The observation was done on grade V and VI. Grade V consists of 34 students, while grade VI consists of 32 students. Both classrooms set allows the students to have discuss with the others, in group of 3–5 students. The class teacher for grade V is Ms. Siti Fatimah, SPd, 31 years old. She has been teaching for 8 years. The teacher for grade VI named Ms. Dra. Komsatun, 57 years old. She has been teaching for 37 years.

The teaching and learning process in grade V started with the teacher's questions on functions of water, particularly on making simple water filter. The students had assigned to bring the material for practice on the previous meeting. Each group presented their result on filtering the soiled water using recycled water bottle and several materials as mentioned on students' worksheet. Then, the other groups/students observed, followed with questions and answers session. The teacher facilitated and managed the students during these activities.

Teaching and learning process in grade VI, the teacher started the class with questions and answers related to the electronic devices that she brought in the class. The theme of the meeting was electricity. The teacher's intonation was clear, thus helped the students to get more concentrated. The teacher called out the students' enthusiasm well. Then, the teachers continued it with the material in the worksheet, followed with the discussions. After that, the students did the practice in making simple electric circuit using cable, lamps, and batteries. The teacher guided the students in every activity. When the practice finished, each group was asked to explain their practice results in class discussion.

MI Negeri Gedog

MI Negeri Gedog is located in Jalan Pemuda Blitar. The implementation of Curriculum 2013 started in the academic year 2014. The observation was done on grade IV and V. Grade IV consists of 38 students, while grade V consists of 29 students. In grade IV, the classroom doesn't designed for group work. Meanwhile, the classroom setting for grade V is shaped U. The class teacher for grade IV is Ms. NikmatusSholikhah, SPd, 45 years old. She has been teaching in the aforementioned school for 21 years. The teacher for grade VI named Ms. Susi Ariani, SPd, 37 years old. She has been teaching in the aforementioned school for 6 years.

The teaching and learning process in the grade IV started with the questions and answers related to the source of the energy. The theme is the source of alternative energy. The students were assigned to bring the materials for the practice. The teacher gave example in practice

using potato. Then, the class was divided into several groups to make the similar practice, as explained by the teacher. The students then arranged the cable and connected it with the potatoes, followed with group presentation. After that, the students had to make the practice report.

The teaching and learning process in grade V started with question and answer related to electricity. The theme of the meeting was electric circuit. The teacher handed worksheet for that day's activities. The students were asked to make series and parallel electric circuit by themselves, as the teacher supervised during the practice. After that, the students completed the sheet, followed with checking.

MI Perwanida

MI Perwanida is located in Jalan Sultan Agung no. 92 Blitar. The implementation of Curriculum 2013 started in the academic year 2013. The observation was done on grade IV and V. Grade IV consists of 33 students, while grade V consists of 29 students. In grade IV, the seat arrangement doesn't designed for group work. Meanwhile, the seat arrangement for grade V shaped U. The class teacher for grade IV is Mr. Aziz Ahmad, SSos, 41 years old. She has been teaching for 13 years. The teacher for grade V named Ms. TrihandayaniKhoiroh, SPdI, 32 years old. She has been teaching for 13 years.

The teaching and learning process started with the teacher's explanation. The theme was Sound. The teacher asked the students to shout in the school yard to practice the echo and resonance. The students were enthusiast during this stage. Then, the students were assigned to do the practice related to echo and resonance using simple materials that have been prepared. The students were actively participated during this stage, followed with reporting the practice and shared group discussion with the class.

In the grade V, the class started with the video on human skeleton, as it was the theme of the meeting. Then, the teacher divided the class into several groups to do the worksheet. Each group was presented by a spokesperson, while the rest of the group observe the others' works. The students were assigned to do questions and answers during the observation. Then, the teacher checked the groups' work, followed with giving rewards for the groups that do well during the meeting.

Interview

SD Bendogerit 1

The following was the interview between the researcher and teacher of grade V teacher, Ms. FebriyanHerwanti, SPd.

Interviewer: What is the theme of science subject for grade V?

Teacher: The transformation of water and things. That is what I remember

Interviewer: Did you make your own lesson plan for each meeting in your class?

Teacher: The lesson plans were created and used during KKG (teacher working unit in teacher competence), but in the real-life practice, the lesson plan is developed according to the theme of the meeting.

Interviewer: In your opinion, what is the difference between science subject taught using school-based curriculum and Curriculum 2013 towards the students' development?

Teacher: In Curriculum 2013, the themes served as concept and not detailed; but the students are given the freedom to be creative, to ask questions without hesitate, and to seek information from various sources.

Interviewer: What is the model and method in teaching and learning used in Curriculum 2013, in particular science subject?

Teacher: Almost every model and method is used, as long as they match with the themes. If it doesn't match, I use quizzes, then I determine the probably matching method that will be easily grasp by the students.

Interviewer: Did you find problem during the implementation of teaching and learning using Curriculum 2013, science subject in particular?

Teacher: I think so. I like using the current curriculum (Curriculum 2013). But for the scoring, I thought it will be better if we have standardized rubric or application. During the first year (of the implementation), the scoring rubric was still manually done and the format was ever-changing

Interviewer: Did you have any critics or suggestion toward the science subject's material in Curriculum 2013, so far?

Teacher: Both of the teacher and students' books are hard to understand. It will be easier for the young and innovative teacher. But, if the teacher has less motivation and innovation, the scope of teaching and learning will be too small. Besides, if we refer to the core competency, the theme can be too wide. Thus, I use the school-based curriculum book as guidance. I've experience while my students participated in science Olympiad. They had difficulties in taking the tasks, since they learned the concept well, yet lacking in the practice. The material won't be covered if the teacher only acts as a director or supervisor during the teaching and learning process.

SD Sentul 1

The following was the interview between the researcher and teacher of grade VI teacher, Ms. Dra. Komsatun.

Interviewer: What is the theme of science subject for grade VI?

Teacher: The reproduction of plants, electricity, and solar system

Interviewer: Did you make your own lesson plan for each meeting in your class?

Teacher: The lesson plans that we use are according to KKG in district level, but the teachers are free to develop it according to their class' condition

Interviewer: In your opinion, what is the difference between science subject taught using school-based curriculum and Curriculum 2013 towards the students' development?

Teacher: Therecent curriculum demands a lot of practices; while for the school-based curriculum, there are a lot of drilling.

Interviewer: What is the model and method in teaching and learning used in Curriculum 2013, in particular science subject?

Teacher: Practicum method is mainly used

Interviewer: Did you find problem during the implementation of teaching and learning using Curriculum 2013, science subject in particular?

Teacher: I don't think there is such problem since the Curriculum 2013 is exactly matched with science subject teaching and learning

Interviewer: Did you have any critics or suggestion toward the science subject's material in Curriculum 2013, so far?

Teacher: The material designed aren't detailed well.

MI Negeri Gedog

The following was the interview between the researcher and teacher of grade IV, Ms. NikmatusSholikhah, SPdI

Interviewer: What is the theme of science subject for grade IV?

Teacher: One of it was the alternative source of energy, including potato that we had in the class (during the observation); the use of wind energy, we made kites; and for the third sub-theme we only had alternative source of energy.

Interviewer: Did you make your own lesson plan for each meeting in your class?

Teacher: The lesson plans used are already made, but we are free to develop it.

Interviewer: In your opinion, what is the difference between science subject taught using school-based curriculum and Curriculum 2013 towards the students' development?

Teacher: For science subject, we have a lot of practices.

Interviewer: *What is the model and method in teaching and learning used in Curriculum 2013, in particular science subject?*

Teacher: *In the previous meeting, we had demo or modeling. The teacher gave examples on the first hand. If the students were asked to do the practice without any modeling, they will be obviously confused. Besides, the teacher has to provide extra material for the practice.*

Interviewer: *Did you find problem during the implementation of teaching and learning using Curriculum 2013, science subject in particular?*

Teacher: *For me, it was the book. The book is constantly revised, yet I got the previous version. Thus I have to alter the material and compare it to the recent version or revision*

Interviewer: *Did you have any critics or suggestion toward the science subject's material in Curriculum 2013, so far?*

Teacher: *There is no standard guidance for the teaching and learning process. We got repeated theme. We met the alternative source of energy in theme two, sub-theme two and three. I asked my colleague, why it changed, since it was far from the previous theme (force and motion). We had force and gravity in previous lesson, but now there is none of the theme appeared. I don't know whether it is revised or changed due to the complexity of the material.*

MI Perwanida

The following was the interview between the researcher and teacher of grade V teacher, Ms. TrihandayaniKhoiroh, SPdI.

Interviewer: *What is the theme of science subject for grade IV?*

Teacher: *Skeleton, motion, and digestion system. Sorry, I don't really memorize the theme and material*

Interviewer: *Did you make your own lesson plan for each meeting in your class?*

Teacher: *The lesson plans used are already made, but we are free to develop and alter it.*

Interviewer: *In your opinion, what is the difference between science subject taught using school-based curriculum and Curriculum 2013 towards the students' development?*

Teacher: *In Curriculum 2013, the teacher has to master all subjects at once, so we had to study. I have Islamic teaching as my basic, but I had to teach several themes for grade V.*

Interviewer: *What is the model and method in teaching and learning used in Curriculum 2013, in particular science subject?*

Teacher: *Usually, I has group discussion. If there is a theme on animal, I bring the class to the Kebonrojo zoo to observe the animals there.*

Interviewer: *Did you find problem during the implementation of teaching and learning using Curriculum 2013, science subject in particular?*

Teacher: *The complexity in scoring, I think most of the teachers find it as the main problem*

Interviewer: *Did you have any critics or suggestion toward the science subject's material in Curriculum 2013, so far?*

Teacher: *For the science subject, the material are less detailed, compared to the school-based curriculum. For the test and examination, we still did it per subject –not integrated as the curriculum demand.*

Discussion

The implementation of teaching and learning of science subject in higher-class

The Curriculum 2013 for elementary school is using integrated thematic teaching and learning. The stages of thematic teaching including choosing themes, integrating themes, designing lesson plan and carrying out the discussion. Based on the data collected in grade IV, V, and VI in four schools, each teacher has prepared and designed the lesson in form of lesson plans.

In the lesson plans made by the teachers, the lesson plan are made during the KKG (teacher working group) activities in each district. Each teacher considers the students' characters in the class they taught, since the lesson plans are developed according to the real-life condition.

According to the Regulation of Ministry of Education and Culture Number 22 Year 2016, the teaching and learning process is highly related to the graduate competency standard and standard of content. The teaching and learning using Curriculum 2013 employed scientific approach. Meanwhile, the teaching and learning model that needed to be carried out including inquiry learning, discovery learning, project-based learning, and problem-based learning. Cooperative learning model can also be implemented, adjusted to the materials. According to the data collected, each teacher has implemented the scientific approach, including observing, questioning, experimenting, thinking, presenting, and creating; however it has not been done completely. The teachers have done the observing, questioning, and experimenting stages. Thus, the teaching and learning in the class has not been done according to the curriculum demand.

The implementation of teaching and learning of science subject for elementary schools demand the students to be actively participated during the process. The material for science subject in the aforementioned curriculum also demand practicum activity. One of them is the teaching and learning process done in MI

NegeriGedog, with the theme alternative source of energy. During the practice, the teacher used potato as the substitute of battery, one of the electric sources. The students were assigned to make their own circuit using battery as the main source. In group, the students had to arrange the cables, potatoes, and lamps on their own. Several groups were managed to turn on the light using the simple electric circuit with potatoes as its main source of energy.

The teaching and learning of science subject in elementary school needs media to help the teacher deliver the lessons. Facility and infrastructure in each elementary school in Blitar City is also a factor that support the teaching and learning process. SDN Bendogerit 1, SDN Sentul 1, and MI Perwanida had have their own science labs. However, it is only functioned as the storage for teaching media. Meanwhile, MI NegeriGedog is yet to have their science lab.

Problems in the implementation of teaching and learning of science subject in higher-class of elementary school

According to the interview with the teachers, the main challenges of the implementation of Curriculum 2013 are the scoring and incompatibility of the material in the teacher's book and students' book. The scoring in the aforementioned curriculum demand the teacher to score the attitude, cognitive, and skill aspects; which appears as burden for the teacher since the number of students in the class are beyond the maximal number. According to the curriculum, the ideal number of students in each class is 28 students. Meanwhile, the sample schools has 28–35 students in each class.

The differences between materials in the teacher's book and students' book also became the problem in the implementation of teaching and learning. Thus, the teachers have to adapt and match the two books. However, to help delivering the material, the teacher needs to have the supporting materials. The teachers are expected to have supporting books and materials, aside from the government-prepared books.

CONCLUSION

According to the purposes, data, and data explanation, the implementation of teaching and learning of science subject using scientific approach, in general, has not been done completely. The science teaching and learning process are mostly done through practicum activities, since it demands the students to be more actively involved during the process. Besides, the material in science subject in Curriculum 2013 are not well-detailed; it appears as basic concepts instead.

The teacher faced two main problems during the implementation of teaching and learning; including scoring and the differences between teacher's book and students' book. The scoring covers attitude, skill, and cognitive can be done properly if the class consists of 28 students or less. The teachers are also expected to be more creative in adapting and enriching the materials with the supporting books.

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THE EFFECT OF CAI SDLMI METHOD TO EFL LEARNERS WITH AUTISM ON SPEAKING ABILITY

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ABSTRACT

This study investigated the effects of CAI SDLMI (Computer-Assisted Instructions on Students' Knowledge of the Self-Determined Learning Model of Instruction and Disruptive Behavior) to the teaching and learning in EFL (English as Foreign Language) Class in Special Education Needs (SEN) school in their speaking ability. Two students (male and female) were give treatment using CAI SDLMI. The data of pre-test and post-test were compared to know the effect of the method. The result showed that the after treatment shows a better learning outcome. thus, CAI SDLMI may support the teaching and learning for EFL learners with autism in SEN School.

Keywords: effect, learners, autism, speaking.

CAI SDLMI (Computer-Assisted Instructions on Students' Knowledge of the Self-Determined Learning Model of Instruction and Disruptive Behavior) is a method developed to solve autistic students' problems in their behaviors. Mazzotti (2012) mention that CAI SDLMI is an effective format to teach students with disabilities to solve their behavior problems. SDLMI was usually taught using traditional instruction methods, such as teacher – directed small – group instruction (Fowler, 2008; Agran et al., 2006), on-on-one instruction at job sites (McGlashing-Johnson et al., 2004). A study by Agran et al., (2002) found that using the SDLMI to the middle school students with autism, intellectual disabilities, or multiple disabilities improved students' ability to self-set goals and reduced problem behaviors (i.e., inappropriate touching, not following directions).

Computer-assisted instruction (CAI) combined with SDLMI is one creative solution to handle the problems in learning. CAI SDLMI offers another interactive format for teaching goal setting and self-determination and could be used to present the SDLMI (Mazzotti, 2012). CAI offers an interactive format that can present multiple examples of content and provide immediate feedback on student performance (Hutcherson, Langone, Ayers, & Clees, 2004). CAI SDLMI is a creative solution to teach autistic students to improve their learning quality by employing self-regulated problem-solving strategies and to achieve self-selected goals. It consists of three phase: 1) set a goal; 2) make a plan; 3) adjust the goal.

The mystery is that the effect of CAI SDLMI in the English for Foreign Language (EFL) classroom for students with autism in their speaking ability is yet to be researched.

CAI SDLMI is quite a new method and invites curiosity to be applied to Autistic students in the teaching and learning process in EFL class. Research by Renee (2006) concluded that ESL learners with autism can acquire English as a second language. Research by Kurth (2012) mention that students with autism in inclusive and special schools should be given an appropriate method to teach English. Those researches suggest that an appropriate method should be given to autistic students in learning English. Students with autism have some problems in teaching and learning process in their communication and behavior. The impulsivity, lack of self-control, and aggressiveness that the students with disabilities showed may hinder their ability to participate in the activities that occur in the classroom (Kim, et al., 2012). As a result of their behavior problems, autistic students may unable to join any lesson in the current condition. However, with an appropriate method, the teaching and learning might be successful if we engage in the drawbacks of autistic students in learning.

This research tried to discover the effect of CAI SDLMI to students speaking ability in learning English. It is important that teacher involved with the student have a thorough knowledge of the student's form of expression and that they adjust their expectations for communication accordingly such as English teacher with autism knowledge. For students with limited oral expression, teachers and families should accept limited verbal attempts and nonverbal behavior as communicative. Even those students with autism who do have oral language may not add to their working oral vocabularies easily. Teachers and parents will need to teach new vocabulary in a variety of contexts and using a visually-based approach (Hunt, 1988). Students who rely on pictorial representations to

communicate will need to learn that a drawing or representation has a name and that it can give direction, or tell us what to do. Understanding this is essential if visual systems are going to provide meaningful communication. CAI SDLMI fits with those principles. The question of this study is what is the effect of CAI SDLMI to autistic students learning achievement in EFL class? This article will elaborate the method used, results, discussion, and conclusion of the effect using CAI SDLMI to speaking ability of the students in learning English.

METHOD

This research was carried out in 9th grade of junior level of Special Education Needs (SEN) School in Indonesia to know their speaking ability in English class. The autistic students learning together with other students. There were eight students involved; two of the students are autistic while the others are slow learner. One student is male and the other one is female. The students are autistic students in the category of verbal autism, HFA (High Functioning Autism), and in the moderate level of learning abilities. The students were taught English as their foreign language. Their students' first language is Indonesia, second language is Javanese, and they are learning English as their foreign language.

Students participated in the intervention for approximately 90 minutes each session per week (i.e., one week two session) with total of 5 sessions. Before the intervention the researcher do a pretest. After the interventions session had done, post-test were conducted to know the effect of the SDLMI Computer-assisted SDLMI. Students were trained on the steps of the intervention in the classroom of special needs' school. Specifically, students received step-by-step instructions about how to navigate through the CAI program and respond to the visual and audio components of the intervention. First, students watched the researcher demonstrate procedures. Second, students were given an opportunity to practice procedures with the researcher. Finally, students practiced procedures.

The intervention was presented in three parts. Intervention procedures included visual and audio components presented in the following sequence. For all three parts of the intervention, students completed worksheets on the computer. Part 1 (set a goal) included three lessons: (a) Lesson 1, Identify Strengths and Needs, included describing what a goal is, identifying students' strengths and needs based on classroom expectations, and completing a

strengths and needs worksheet using Microsoft Word© 2007; (b) Lesson 2, Expected Behavior, included describing what a goal is, comparing current behavior to school/class expectations, providing examples of appropriate behavior, identifying barriers, and completing the behavior worksheet using Microsoft Word© 2007 and students are completing the speaking ability worksheet to communicate English for emergency purposes covering: 1) My name is...; 2) I am from Indonesia; 3) I need your help; 4) Can you take me to the police station; 5) I am lost; and (c) Lesson 3, SDLMI and Setting Behavior Goal, included "Where I am?" to "Where I want to be?," identifying what the student wanted to accomplish in terms of behavior, and completing a set a goal worksheet using Microsoft Word© 2007. Part 2 (make a plan) included three lessons: (a) Lesson 4, Problem Solving and Plan Development, included completing an interactive problem-solving activity, identifying barriers and solutions to meet goals, and completing a barriers worksheet using Microsoft Word© 2007; (b) Lesson 5, Identifying Supports to Achieve Goals, included supports for goal success, tools for achieving goal (e.g., cue cards, task analysis, self-monitoring checklist, student-directed worksheet), and student's self-selecting tool for success; and (c) Lesson 6, Finalize Plan Towards Goal, included identifying specific steps to meet the goal, providing supports required for meeting the goal, and developing a plan. Part 3 (adjust your goal) included two lessons, (a) Lesson 7, Self-Evaluation/Record Performance Data, providing students with information about their progress since the start of the SDLMI strategy, graphing progress toward their goal, providing reasons why progress was made toward the goal, students reviewing plans, and completing steps identified; and (b) Lesson 8, Adjust the Goal, included identifying whether the student's goal was met, identifying changes to student's goal if not met, providing examples of how and why changes may need to be made to the goal if the student was not making progress, and completing a goal revision worksheet using Microsoft Word© 2007.

A laptop computer equipped with Microsoft PowerPoint© and Microsoft Word© 2007 was used to facilitate the intervention. Many pictures to support the teaching and learning process were taken from google.com. LCD and audio speaker were used to support teaching and learning process. The experimenter investigated the students improvement in speaking ability by comparing the results of pre-test and post-test. To assess the students' speaking ability, the experimenter adapt scoring guide adapted from Djiwandono (2008) and scoring rubric from O'Malley (2006). The scoring rubric aspects were speaking, fluency,

listening and pronunciation. Each of the aspect had 25% weighting and had 4 levels from poor, fair, good, and very good. In speaking aspect the classification were begins to name objects, begins to communicate personal and survival needs, begins to initiate conversation and asks to simple questions, and initiates and sustains conversation with descriptions and details. Fluency started with repeats words and phrases, speaks in single-word utterances and short patterns, speaks hesitantly because of rephrasing and searching for words, and speaks with occasional hesitation. Listening aspect consisted of understand little or no English, understand words and phrases but requires repetition, understand simple sentences in sustained conversation but requires repetition, and understand discussion with repetition or clarification. In pronunciation aspect the aspects were the speaker says little or no English, the speaker is mumbling, the speaker do not enunciate very clearly but understandable, and the speaker enunciate clearly.

RESULTS AND DISCUSSION

Results

The results showed that the aspect of speaking shows that both students were in classification of begins to name objects. In fluency, one student in classification of speaks in single-word utterances and short patterns, and one student in classification of speaks hesitantly because of rephrasing and searching for words. Listening aspect showed that both of students in classification of understands simple sentences in sustained conversation and requires repetition. And in pronunciation, both students in classification of the speaker did not enunciate very clearly but understandable.

In the posttest some of the students' aspects were increasing such as in speaking both of the students were increasing from classification of begin to name objects to begin to communicate personal and survival needs. In fluency aspect both of the students increased from speaks in single-word utterances and short patterns to speak hesitantly because of rephrasing and searching for words. In listening aspect there were no increasing classification, while in pronunciation aspect one student increased from the speaker is mumbling to the speaker did not enunciate very clearly but understandable.

Before treatment, students demonstrate unusual, distinctive behaviors, including restricted range of interests and preoccupation with one specific interest or object; inflexible adherence to a nonfunctional routine ;

stereotypic and repetitive motor mannerisms, such as hand flapping, finger flicking, rocking, spinning, walking on tiptoes, spinning objects; preoccupation with parts of objects; fascination with movement, such as the spinning of an object; insistence on sameness and resistance to change; unusual responses to sensory stimuli.

In addition, the students had challenging behaviors, such as aggression, destruction, screaming, self-injurious behaviors and/or tantrums. Given that the individual are not able to effectively communicate their thoughts and desires, it is not surprising that they rely on their behavior to communicate specific messages. For instance, a student may use aggression or destruction to communicate that a task is too difficult. Alternatively, some students may use these behaviors to avoid activities or manage their anxiety.

By using CAI SDLMI during and after the treatment students showed a positive effect in learning. Students are able initiate the learning, know what they want to learn, and to get known of their characteristic in learning and how to solve their problem in learning. Students were more excited because the task were challenging to them and considered not too difficult which led to a relax situation of teaching and learning process. The step by step process using computer demand the students to type, this effect the students' behavior maintained such as decreasing the indication of unwanted behavior of stereotypic and repetitive motor mannerisms. SDLMI in particular made the students had a commitment to realize their aggression, tantrum, and screaming, therefore when they became uncontrolled, the students were reminded about their commitment.

Discussion

Technology has found a welcome home in foreign language education. Language instruction that integrates technology has become popular and has had a tremendous impact on language education. Williams & Williams (2000) suggest that integration of technology can improve academic performance, enhance motivation, and promote learning. To examine how technology supports teaching and learning, Chatel (2002) conducted interviews and observations with eight classroom teachers and four ESL teachers and asserted that the selection of appropriate software and websites help ESL students learn and apply English. Lasagabaster and Sierra (2003) conducted a similar research study to examine the attitude of 59 undergraduate students toward CAI. The findings revealed that the students had a positive attitude toward learning another language with computers.

CAI brings with it several potential benefits as a teaching/learning medium. These include self-paced learning, self-directed learning, the exercising of various senses and the ability to represent content in a variety of media using SDLMI. Although CAI has not been studied in the EFL community for autistic students' situation, many of the benefits in the general CAI context should also be available in the EFL learning. Study by Entwistle (1981) have shown that when learners can learn in a way that suits them, improvements in the effectiveness of the learning process normally ensue. Humans are multi-sensory animals. The more senses through which we receive information, the easier it is to remember. According to Fletcher (1990), people remember 20% of what they hear, 40% of what they see and hear and 75% of what they see, hear and do. The fact that the computer can exercise various senses and present information in a variety of media can enhance the learning process.

An essential element for nearly all of the components skills of self-determination is the students' ability to communicate. Expressing one's choices, making decisions, asserting oneself, and evaluating one's own behavior are all primary elements of self-determination. They all require a mechanism for communication. Recent research indicates that students with significant intellectual developmental disabilities are students who often have limited communication competence (Kleinert, 2007). On the other hand, research has shown that individuals with disabilities who have strong self-determination and those who can utilize augmentative communication system to express themselves have a better postschool outcomes and reported quality of life (Hamm & Miranda, 2006). In light of the importance of communication skill in self determination, Light and Gullens (2000) noted that communication competence is necessary for an individual to become fully self-determined. Although self-determination is clearly critical life skills for all students, teaching self-determination to students with autism who has a functional communication problems can be problematic for teachers. Abilities such as voicing preferences, making choices and selecting personal goals are integral skills for self-determination (Agran, et al. 2003).

Given these challenges and the need of self-determined learning, Mazzotti (2012) collaborate the learning with computer assisted instruction (CAI) and SDLMI to solve those problems occur in teaching and learning process. However, the teaching and learning of

CAI SDLMI, was yet to be researched in the field of English for Foreign Language with autism. Theoretically by solving the problems of autistic students in their behavior and communication, CAI SDLMI would be effective to be used. This research which investigated the effect of CAI SDLMI to EFL learners with autism provided evidence that CAI SDLMI is practically available for English teachers who teach autistic students.

This study extended the CAI SDLMI literature into English teaching and learning for foreign language students with autism. The three stages of CAI SDLMI was modified by setting their goal in the learning English, what they wanted to accomplish, and what were the strategy to be implemented. This research contributed in some ways.

First, The interaction using CAI interact students attention and as a medium for students and teacher to interact each other. Mechling, Gast, & Krupa (2007) argued that CAI can be an effective format for teaching students with disabilities for various skills such as social skills. Students were significantly improved their social skills in class by teacher and students interaction in CAI. The indication was the students generated questions related to the material given and what they should do in the three stages of CAI SDLMI.

Second, CAI SDLMI encourage students to work more independently. As proposed by Mazzotti (2012) allows students to work independently or with minimal guidance from a teacher. In the classroom situation which autistic students should blended with other students with other disabilities, teacher was demanded to handle the class evenly. By using CAI, students were taught using computer and LCD which enable teacher to integrate the teaching strategy to other students as well. The autistic students were paired with teacher and other students to get an immediate response in the teaching and learning process. This current study also proved that CAI SDLMI can be used as a tool to promote students-teacher interactions and student to student interaction.

Third, CAI SDLMI is applicable for the teacher to teach English. As proposed by Stang, et al. (2009), self-determination is valued by both general and special education teachers. His statement is in accordance to the finding of this research that not only special education teachers that find this useful but also for general teachers English language teaching fields. As mentioned by Mazzotti (2012) CAI SDLMI can provide teachers with an effective method for teaching one component of self-determination i.e. goal setting to students exhibiting problems behavior, teacher of general education dealing with autistic students

might be able to modify it into a specific subject such as English.

This study also observed the progress in students speaking ability in English by examining data taken five times including pretest, treatment and posttest. The students showed a gentle improvement as the intervention took place. The improvement showed positive progress during the treatment given in each meeting. Students need to adjust to the strategy using CAI SDLMI in the beginning, but then they can keep up and cooperatively use the strategy during the teaching and learning process afterwards. That indicated the positive wash back using the strategy and also positive short effect by bringing satisfactory level of goal attainment to the students.

In order to achieve preferred improvement both in academic skill or engagement on students' interaction and communication problem of autistic students, this study is limited in some regards. First, the participants were limited into two male and female autistic students in a particular setting. Second, the intervention limited to the measurement on pretest and posttest data. This resulted in the absence of the position of CAI SDLMI to others methods in teaching and learning of English for foreign language students with autism. The results of this study leave questions for future researchers to investigate. Future research might investigate the effectiveness of CAI SDLMI compared to other methods of teaching English for autistic students. The further researcher should involved more participants vary in the age and number of participants involved in the research. The setting used in this current research limited to special education setting, meaning that the involvement into other various contexts such as inclusive education should be reassured. The CAI SDLMI that is carried out by a general education teacher only or special education teacher only should be investigated in a more detailed investigation.

CONCLUSION

This study provides support for EFL teachers or special needs' teachers in teaching English by providing evidence of the effect on speaking ability using CAI SDLMI. The intervention using this method led to the variation of teaching EFL learners with autism. In conclusion, CAI SDLMI is an effective tool to teach Speaking ability of English for EFL students with autism by promoting self-determination skills of students exhibiting

problem behavior while reducing disruptive behavior in the classroom.

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THE EFFECTIVENESS OF THE USE OF MUSIC AS A METHOD FOR HYPERACTIVE STUDENTS CONDITIONING IN THE ELEMENTARY SCHOOL

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ABSTRACT

The conditioning activity is one of several aspects to make a successful learning process. During these times, the teachers usually use some methods such as clapping, commanding and also ice breaking, yet the teachers are rarely use music as the method of conditioning, especially for hyperactive students in elementary school. In fact, musics are the fact sounds that have current frequency which can be arranged to produce the sound of harmonious. The psychology effects of using the music as the conditioning method is that musics make people who hear it become relax. Nowadays, the music phenomenon in elementary school is only used as the material of performances, yet musics are very effective to be the conditioning method in elementary school. This study will specially show the readers about the effectiveness of the use of music as the conditioning method for hyperactive students in elementary school. The hyperactive students are the students who cannot be quiet for a long time, so if this condition always occur, it will disturb other students. Because of the fact that hyperactive students are difficult to be controlled, so using command method is not appropriate. This study uses qualitative data that are found through library research. The writer hopes that the result of this study can help the teachers to overcome and determine the appropriate method in conditioning students, especially the hyperactive students.

Key Word: Music, Conditioning activity, Hyperactive students

The conditioning activity is one of several aspects to make a successful learning process. Sanjaya (2014:150) reveals that conditioning activity is beginning activity who teacher done to make good condition for students easy receive the lessons. The learning process can be called as the successful learning if the students are ready to receive the lessons from the teachers. So, the conditioning activity of students are important to help the students command the lessons.

Musics are the fact sounds that have current frequency which can be arranged to produce the sound of harmonious. Music had an effect on daily life, because music has many benefit. Djohan (2005:142) says that benefit of music are to train on how to get sensitivity of stimuli environment and as the instrument to increase and help ability development personal and social which include cognitive ability aspects, intellectual activity, intelligent, creativity, reading, language, social, behavior and social interaction. Therefore, activity of musics are important to motivated brain development and increase student intelligent level.

The psychology effects of using the music as the conditioning method is that music make people who hear it become relax. When hear music in a complete manner or rhythm only, the heartbeat, respiration, electric resistant on the skin had be change, the heartbeat will adapt itself with

the rhythm who people who hear it (Djohan, 2005:135). When the people are hearing slow rhythm of music, then the heartbeat will adapt with that rhythm. So that music rhythm give piece and confident to people who hear it.

That effect makes music many used to therapy in medical world. Music therapy is health therapy which uses music as medication in order to increase or repair physical, emotional, cognitive and social conditions on individuals from various ages (Suhartini, 2008). The same opinion reveal by Djohan (2005:224) music therapy used to repair physical health, positive social interaction, expand interpersonal relation, emotional expression in natural manner and increase conscious thought to selves. During these time, therapy of music is good medicinal treatment to treat all kinds of mental disruption, trauma, physical defect and study disruption. Music therapy is therapy which had many best than other therapy, there are more economical and easy to uses for all sufferer without having looked at education background.

However in Indonesian, music utilization immediately which related with daily human life yet be development (Djohan, 2005:143), in fact for importance education world, the function of music yet maximal. During these time, music yet be function as material for performance and entertainment. The society in Indonesian yet

realize that music can be used in various life aspect especially in education aspect. Nowadays, the music phenomenon in elementary school is only used as the material of performances and extracurricular, yet musics are very effective to be the conditioning method in elementary school.

During these times, the teachers usually use some methods such as clapping, commanding and also ice breaking to conditioning student before the learning begin. But as long the process that method not effective to apply for hyperactive student. Syamsi (2005:55) reveals that hyperactive student is people behavior who somebody had overactivities or over movement and that behavior not systematic or not know that consequence. Hyperactive student had motoric problem, social interaction and not be quiet behavior and also not to hear command from another people, usually debate, temper aoburst, behavior diverge and usually contradiction to another people (Suharmini, 2004:123). Their activities tend to be difficult to be handled, so if this condition always occur, it will disturb other students. Because of the fact that hyperactive students are difficult to be controlled, so using command method is not appropriate. The writer hopes that the result of this study can help the teachers to overcome and determine the appropriate method in conditioning students, especially the hyperactive students.

METHOD

The methodology used in this research is the study of literature (library research). The data of this research are found through collecting journal by music therapy and hyperactive student keyword. The journals are found from American Music Therapy Association, Media Ners, The Music Therapy, Journal of Undergraduate Research, Jurnal Rehabilitasi dan Remediasi, Kajian Ilmiah Psikologi, Humanitas, dan Jurnal Psikologi.

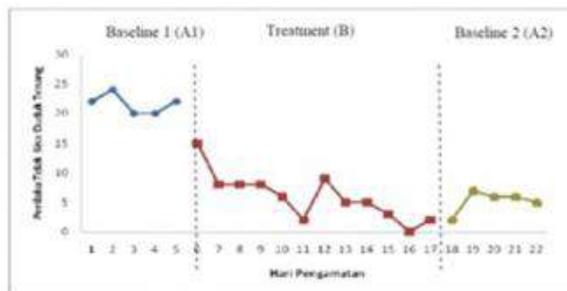
FINDING AND DISCUSSION

Music Therapy is one therapy which used music to give confident for people who hear it. Some research explains that music can give positive effect. According by Susanti and Rohmah (2011) the slow music tempo can give positive effect for body and increase quality and also the body function such as slowed up beat of heart. Music classic or instrumental give positive energy, power full effect and piece. Music increase relaxation feeling (Dewi, 2009). So, the music make people who hear it become relax and feel confident. This condition is appropriate to student before begin the lesson. The lessons can

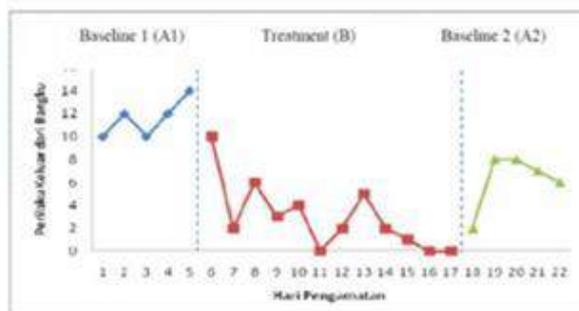
be receive by student nicely. Because as long as the lesson, students can be focus with the lesson.

The hyperactive students are the students who cannot be quiet for a long time. Their activities tend to be difficult to be handled, so if this condition always occur, it will disturb other students. The conditioning method such as clapping, commanding and also ice breaking is not appropriate. Because of the fact that hyperactive students are difficult to be controlled. Many research who showed that music has many benefit, for example the research who be done by Hammer (1996), Hendricks (2001), Azbell and Laking (2006), Suharmini (2004), and Hernandez (2005) explain that music can decrease anxiety level and depression.

Other research who be done by Rusmawati dkk (2012) about music therapy effect to decrease hyperactive student tell that music therapy is very effective to decrease hyperactivities that are to not sit quiet for a long time behavior and quite from the sit without reason to student who get Attention Deficit Hyperactivity Disorder (ADHD). Based on the treatment who be done that are found data such as



Graph 1. Not be sit quiet behavior



Graph 2. Quite from the sit behavior

Based on the graphics are found data that decreased frequency of not be sit quiet behavior for a long time and frequency of quite from the sit behavior without reason. The result that music can be used as method to conditioning hyperactive student before the lesson begin.

Proven the result that music can decrease hyperactivities frequency who be done by hyperactive student.

Conditioning hyperactive student by music method can be used with some steps, (1) prepared the music instrumental or music classic which slowed tempo, (2) Teacher tell story to form imagination of student, (3) teacher make a interesting story and student challenge, (4) Finish the story after the student ready to receive the lessons. Besides that the teacher can insert the lesson into the story.

CONCLUSION

Based on the result of study literature that are music can be used and very effective as conditioning method before the lesson begin specially for hyperactive student. Because music can give positive effect for someone who hear it. Heart beat can be adapt by itself with the slowed music tempo, so can increase relaxation feeling. Hyperactive student cannot be quiet for a long time and always have many activities. Surely, it that give effect for heartbeat, that are more and more activities, so the heart beat also increase. The hyperactive student who have many activities before the lesson begin, will be difficult to focus. Therefore, before the lesson begin, the teacher must be do conditioning method to ready receive the lessons from the teacher.

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QUALITY MANAGEMENT OF THE GUIDANCE AND COUNSELING SERVICES IN SMA NEGERI 1 BANJARMASIN

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ABSTRACT

The low level of student's achievement are influenced by the inability of students to develop their self potential optimally, this is related to the guidance and counseling services in schools, Guidance and counseling services management that not used total quality management is one of the factor that led to less optimal counseling services in schools. This study aims was to describe : quality management model applied in guidance counseling services in SMAN 1 Banjarmasin and Counseling service management model that can be applied to accelerate the quality of counseling services at SMAN 1 Banjarmasin. This study used a qualitative approach in form of case studies, the setting of the research was SMAN 1 Banjarmasin. The data collecting used in-depth interviews, observation and document analysis. The validity test of the data were done by using triangulation techniques and triangulation of sources. The data analysis was use the Milse and Huberman models that included collecting data, reduction and display of the data and generalization. The results showed : 1) Elements of quality management model applied in guidance and counseling services in SMAN 1 Banjarmasin can be formulated as follows : a) The commitment of the guidance and counseling services from the principal and other (service staff, teacher and BK coordinator), b) Customer satisfaction, as a satisfaction of the students as users of counseling services in schools. Because the students are internal customers as well as external customers, c) Empowerment of all staff in the school in terms of guidance and counseling services, d) The principal leadership that collegiality and delegative style for guidance and counseling services, e) Continuous of Monitoring and evaluation. This evaluation is done periodically and continuously. 1) In the concept of total quality management (TQM) to the five elements can conclusion are as follows: a) Commitment, b) Customer satisfaction, c) Staff Empowering, d) Leadership, and e) Continuous monitoring and evaluation. 2) Model of Total Quality Management that implemented not yet comprehensive if we seen from TQM theoretical model some components that do not exist are: the organization of the quality (board of quality), education and training staff (continuous improvement), partnership, autonomy and reward system. Based on these results the suggestions that can be submitted are : schools and other stakeholders in particular for school guidance and counseling unit, must make the vision and mission of guidance and counseling program, create the standart operational procedure and improve the quality management model that were implemented in the school.

Keywords: *quality management, counseling services.*

Many changes happened in the society and the development of science and technology which grow fast gave a big influence in world of education. In order to answer the challenges of this era, it is required an ability to manage available resources. The improvement of human resources is an absolute prerequisite for achieving development objectives. As the critical success factors of development, the quality of human resources is enhanced through a variety of educational programs conducted in a systematic and purposeful way.

A good quality education started from qualified institutions, which required good quality of school management through quality management approach, known as Total Quality Management. It is expressly stated by Deming and Crosby which were quoted by Suriansyah (2012) states that the quality of an organization is determined by the management of 80% and 20% is determined by other factors. Other studies that put forward by Cartonono (2002) stated that in order to generate resources or a

good quality product requires a system providing education quality as well. A good quality education system is a system that is capable to move the culture of quality in every element of education.

A school management with good quality would be able to produce graduates who are not only focused on the ability of learners cognitive / academic, but also the development of an optimal student participants, including characters and skills.

School institution as an educational institution that is able to produce qualified graduates, at least managed by the three pillars of education that can not be separated one from others. The three pillars are the management / supervision, teaching and counseling. (Nurihsan, Sudioanto, 2005).

Guidance and counseling as one of the pillars to show clearly the parallels between the position of guidance and counseling services which create independent character, with the service of education management and service of learning that educate in frame of curriculum especially in the school system as form of formal education institution.

The existence of school management policy that has understood well guidance and counseling surely will become better and get the support in order to ease the execution of guidance and counselling program as a part or element which could have a significant role to increase the school's quality to optimize student's development. As one of the effort to increase the quality, guidance and counseling in school need to be executed by professional counselor that is manageable and empowered so it may give a good quality of service. Guidance and counseling service will not exist, run and achieved well if it doesn't have a good quality of management system.

The fact that happen on the field related with the students has shown some data as follow: delinquency students (middle and high school age youth) such as brawl were recorded during 2012, there has been a student fights eleven times. Of the eleven events, there are five fatalities, "said Head of Public Relations Jakarta Police Commissioner Rikwanto on Thursday (27.09.12) at the Metro Jaya Police Headquarters (Kompas.com: 27/09/2012) Drug abuse (drugs), free sex, free sex even, the circulation of pornographic scenes that were played by students and so on.

On the other hand, guidance teacher still didn't have a significant role as a guide or even counselor (Suriansyah: 2010), a counselor often equated by students as a security officer that take care of students who are late, undiscipline and etc. In other words the guidance service were still questioned in aspect of quality.

In order to answer the various problems that exist in the Integrated Quality Management education which will give the professional education solutions to meet the challenges of the present and the future, because the integrated quality management can be used to build alliances between education, business and government. Integrated quality management can shape society responsive to change society in a globalized world. Integrated quality management can also form schools responsive and able to respond to changes in the field of education in order to give satisfaction to the service recipient and stakeholders.

From the problems above, this research wanted to know the model of quality management of guidance and counseling service in SMA Negeri 1 Banjarmasin and the applicative model in order to fasten the service guidance and counseling with good quality.

Quality Management is an application of some technique collection in management, based on the availability quantitative and qualitative data, and empowerment of all school

component in sustainable way to increase the capacity and the school organization ability to fulfill the need for learners and society.

Santoso said that the total quality management is a management system that elevates the quality of a strategy oriented to customer satisfaction by involving all members of the organization (2003: 4).

Referred to the concept above, management of guidance and counseling services that have good quality will be more beneficial for students if it is supported by good quality of human resources, principal, guidance counselor, classroom teacher and the student itself. The development of guidance and counseling in particular required a strong management support and relevant with the vision and mission of guidance and counseling.

Guidance is a process of helping to student so they will be able to understand their self potential and the surroundings, accepting themselves, develop themselves optimally and adapting in positive way and constructive in life norm demands so they will achieve a meaning full life (happily), whether personal or socially. (Yusuf, 2006:30)

Guidance can be defined as a process in providing assistance to a person so that he can live happily and free from problems that bothered him.

Counseling is an effort with four eyes or face-to-face between counselor and client that contains a business that barrel, unique, human (humane), which is carried out in an atmosphere of expertise and that were based on the norms which in charge, so that clients gain self-concept and self confidence to improve his behavior at this time and perhaps in the future. (Sukardi, 2008: 38)

From the concept above, the relation between guidance and counseling is that counseling is a main activity of guidance with the individual assistance aim in interactive relation situation between counselor-client. It is simple stated that counseling is a core of guidance service. (Munandir, 2009:1004)

In order to optimize the service of guidance and counseling, the school counselor need a good management activity and real management skill were actually one of the most required competence of school counselor. *Permendiknas No 27 Tahun 2008* about standart academic qualification and counselor competence stated that a school counselor need to mastered all of determined competencies, one of the competence which is need to be mastered is a profesional competence of 13-15 that is a counselor is charged to be able to do a guidance and counseling management. Guidance and counseling management is all activity that stated from planning, organizing, action and evaluation on the process of guidance and counseling.

METHODS

This study used a qualitative approach in form of case studies, the setting of the research was SMAN 1 Banjarmasin. The data collecting used in-depth interviews, observation and document analysis. The validity test of the data were done by using triangulation techniques and triangulation of sources. The data analysis was use the Milse and Huberman models that included collecting data, reduction and display of the data and generalization.

RESULTS AND DISCUSSION

Results

The results showed : 1) Elements of quality management model applied in guidance and counseling services in SMAN 1 Banjarmasin can be formulated as follows : a) The commitment of the guidance and counseling services from the principal and other (service staff, teacher and BK coordinator), b) Customer satisfaction, as a satisfaction of the students as users of counseling services in schools. Because the students are internal customers as well as external customers, c) Empowerment of all staff in the school in terms of guidance and counseling services, d) The principal leadership that collegiality and delegative style for guidance and counseling services, e) Continuous of Monitoring and evaluation.

This evaluation is done periodically and continuously. 1) In the concept of total quality management (TQM) to the five elements can conclusion are as follows : a) Commitment, b) Customer satisfaction, c) Staff Empowering, d) Leadership, and e) Continuous monitoring and evaluation. 2) Model of Total Quality Management that implemented not yet comprehensive if we seen from TQM theoretical model some components that do not exist are : the organization of the quality (board of quality), education and training staff (continuous improvement), partnership, autonomy and reward system.

Empirical Model Discussion

Leader Commitment Towards Quality, Similarity of Commitment to Quality by All Academic staff and other supporting staff.

In the picture of quality house model which found that to built a good quiality culture is not enough just with the commitment on the leader level, but also all staff commitment, also academic staff (teacher an or teacher/lecturer) or other supporting staff. To built a commitment from all staff was cannot be done by just doing socialization, but it need other effort which contact the need of all staff, material or

immaterial. Besides from that, the similarity between leader and staff commitment will brought a good quality of work. That similarity were built because of needing each other behaviour between institution, leader and staff, need each other was made as the impact of the growth of need each other feelings from staff an organization members towards the institution and the leader. The description above is basically supports the concepts put forward by some experts stating that the involvement and commitment of different managers at every level is a critical issue in the implementation of TQM (Deming, 1986; Juran, 1989, 1992; Crosby, 1978; Ishikawa, 1985) , This means that the quality management as a management approach that is rooted in the quality paradigm will be successful if the commitment of managers and members / staff he leads is not different or there is a strong similarity in the commitment of everyone in the organization.

Provide Satisfaction for internal and external Customer

Starting from the demand to quality education, the educational institutions have an obligation to improve the quality of the service. To go to a good quality service, some experts are already introduced TQM principles as a step toward better management in higher education (Erickson, 1995). In connection with the primary mission of TQM is to meet customer satisfaction, organizations that want to maintain their position has let strong feelings and are confident of the quality (Peter & Waterman, 1982).

Based on the data obtained, the study came to the conclusion that customer satisfaction is one of the most important element in the implementation of the good quality of working culture, so that the institutions are qualified to be the sample in this study always emphasized customer satisfaction as a key element in all of the activities which were undertaken. All activities that were undertaken often leads to efforts to achieve customer satisfaction. Other experts are also strengthen as the above findings proposed by Beaver (1994) which states that provide the best service to the customers is very important and is a principle to ensure the achievement of higher education institutions. Achievement of higher education institutions will continue to increased if it seeks to give a greater prominence to the expectations and needs of the customer (Desheids et al., 2005). Sahney et al. (2004) noted "... let the efforts made to satisfy customers, mainly internal customers ie the students".

Collaborative and collectivity leadership

Leadership as one of the components that determine the success of the organization to achieve

its vision, mission and objectives need an intensive attention for organizations that want to grow and develop as well as quality. Due to the large influence of leadership in bringing a quality organization, Yang (2006), the achievement of good human resources can be achieved through education, leadership and incentives available to employees. In another study also found that the program management procedures within the organization based on solidarity and collectivity, accompanied by firmness of policies will have an impact on the implementation of the program towards the desired quality. This problem is also directly shape the culture of thinking and quality work culture.

Staff Involvement in Decision Making and the Use of Team

The involvement of staff in decision-making and the use of quality teams is one of the component in quality management using TQM approaches. Research conducted by Suriansyah (2010) also found that when the academic or non academic staff involved at the policy-making process and guidelines (including in this case the manufacture of various standards), will foster a sense of self belonging which always increasing. Besides, the involvement of various parties will raise a sense of responsibility of all staff, whether academic staff or support staff, especially in the implementation of any policy decisions.

Control and Periodic Continuous Assessment

Control and assessment through stakeholders and through the student in order to guarantee quality of service (in terms of quality working culture) is one of the findings of a study conducted by Suriansyah (2010) which has a difference with the other findings in the TQM model. The importance of control and assessment in the implementation of TQM is recognized by Arcaro (1995) which states that it takes a team to control the results of the implementation of TQM to ensure the achievement of the desired results, but the quality control is often overlooked by organizations that implement TQM including educational institutions, so that most institutions never achieve the desired consistent result. The findings of this study revealed the importance of customer satisfaction assessment through student satisfaction with services provided and external customer satisfaction is a factor that has influenced the working culture of staff, if the results are given information in the form of feedback to the party which gave the service.

Discussion

Considering the quality management model components that are implemented in guidance and counseling services in this school there are some components that have not been found, it would require other components as a theoretical model proposed in this study in an effort to improve the quality of service in the school.

Values, norms, vision and mission that is realized through their design quality and Standard Operating Procedures.

Some literature in general had a similar and agreed that the emphasis on the need to change the culture of an organization is a necessary condition for success and successful implementation of TQM (Adebanjo & Kehoem, 1999; Ahmed et al., 1999; Kanji & Yui, 1997; Manley, 1998; Vermeulen, 1997). Therefore, changing the organizational culture towards work culture of quality into something very strategic. But cultural change can not be done if it only uses the ways of instant and incidental, but changing the organizational culture must be done through a special program run continuously / sustainability (Ciampa, 1991). In some studies done by experts and the organizations of the quality management studies, it was found that the effort towards quality service, need to be done from the beginning. Some initial actions that must be done include fundamental issues such as setting the vision, mission, characteristics, values, behaviors and values of work culture. Therefore, the design good quality of working culture that is clear to everyone (members of the organization).

Based on this description it is clear that organizational culture and work practices is a value system that is understood and believed by all members of the organization as a guide and a foundation for every movement and behavior of their duties. With the confidence and trust that is strong against the value system of all the problems in the organization of work can be handled easily.

Competence In Continuous Improvement / sustainable and Programmatic

An efforts to improve the competence of continuous and programmed represent an extremely strategic and important to build a culture of quality within an organization. The more organizations that embrace quality management approach, the increased competence is one component in TQM. Sallis (1995) states that TQM can be understood as a philosophy of continuous improvement / continuing to organizational goals can be achieved through the involvement of all components within the organization. This statement meant that the continuous improvement is an important element in the implementation of TQM focusing on customer satisfaction.

From the above discussion it can be concluded that the successful implementation of TQM and the creation of good of quality working culture is largely determined by the quality of human resources. The good quality of human capital can be achieved through education and training is done programmatically and continuously.

Management Activities Autonomy

Autonomy and involvement should be considered in the management culture of this quality. Autonomy will increase employee engagement, communication and involvement in decision-making and will reduce the distance or the gap between staff / member organizations by the organization itself (Mosadegh, 2006).

The results of this study are also similar to what has been found in studies Jong and Hartog (2007) which states that the autonomy of the staff can provide smooth quality work. As also stated by Krause (2004) that leaders can require staff to always do something innovative with freedom and autonomy.

Cooperation and partnership with External Customers

Cooperation and partnership is one of the component in the model of quality management or TQM. This partnership is very important for an organization that wants to build the organization into a large and qualified. In connection with Sufyarma (2003) states that one way to restore the state universities (including school education) the problem is to establish a mutually beneficial relationship between stakeholders (businesses) and colleges. Of the various opinions indicate partnership is something that is to be conducted by the college in order to achieve customer satisfaction.

Various opinions and findings of a study conducted by experts as described above, strongly reaffirmed the elements TQM proposed by the teacher quality mention that one of the elements of TQM is customer satisfaction.

Incentives and Rewards

Incentives and rewards as one of the component in TQM is often a major concern by the staff. Various organizations in Indonesia are often lost power and costs, and lost productivity is very high due to the incentive system which is not right, not fair and not worthy of it's staff.

Thor (1994) argued that the award is one of the prerequisites for the implementation of TQM, and so on will affect customer satisfaction. These findings suggest that the

rewards can be an important element for the implementation of TQM.

Quality Control Organization

Organization of quality control is one of the elements necessary in the process control and quality improvement in an organization. In this regard Arcaro (1995) states that in the implementation of TQM needed a quality team that was set up to resolve the problem. This team can be in the form of a cross section (cross department) or across functions. This team is very important to deal with issues that have a significant influence on the implementation of quality in institutions. The importance of quality control organization in an institution recognized by Anatarman (1984) stating that TQM requires effective team.

The findings are quite strategic in working towards a culture of quality in studies conducted by the experts is the need for organizations / institutions responsible for the development and quality control. There are various names used by the organization to call this team, such as the Development Team and Quality Control, or quality assurance unit, quality assurance agencies and others that usually side by side with the leaders of the organization. This team is an important element of the successful implementation of TQM. This finding is not different from what was found by Owlia and Aspinwall (1997) in various universities such as Quality Council (Aston University), Quality Assurance (Wolverhampton University), Quality Dvelopment Manager (Leed University) and Dean of the Quality Initiative (South Bank University).

The problem above is also in line with the statement Sobirin (2007) which states that the formation of a new culture within an organization relies heavily on the human aspect. He argues that 1) humans are basically not just objects but also subjects that do not simply follow the wishes of others, but also tends to determine the direction of their own goals, so it tends to reject the wishes of others if deemed not in accordance with his wishes; 2) because each individual has a thought (mind set) which are different, then the behavior of each person is different (low of individual differences) and 3) in addition to individual differences, at the same time humans are also social creatures who cannot stand alone, so whether realized or not he would try to form or at least be partially rather than a particular social system (organization).

CONCLUSION

Based on these results the suggestions that can be submitted are : schools and other stakeholders in particular for school guidance and counseling unit, must make the vision and mission of guidance and counseling program, create the

standart operational procedure and improve the quality management model that were implemented in the school.

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KNOWLEDGE AND ATTITUDE STUDENTS INFRASTRUCTURES CAPACITY AS A LEARNING PERSPECTIVE IN LIVE BASED LEARNING

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ABSTRACT

The study aims to explore how students see the role of ideas to work in the knowledge and how these views related to the activities of their inquiry based course professions Education Technology (TEP). Exploration is an increase in the capacitance of students in the perspective of live based learning. The data mainly come from the student activities in group discussion and investigation, and a survey on the role of ideas for knowledge and profession TEP.

Keywords: *live based learning , attitudes, knowledge.*

Learning Course Profession TEP is still based on the design of the course half tight. Learning as argued by Reigeluth (2013), paradigm of education before the 21st century is based on an industrial model where standardization and mass production manufacturing highly appreciated. Subject profession TEP was dominated by education tends to highlight the efficiency of individual knowledge acquisition and accumulation by teaching learners with content similar and skills that have been determined by a rigorous curriculum guidelines under the right timeframe. Conditions rigorous study was based on research Adams and Engelmann, 1996; Magliaro, Lockee, & Burton, 2005. Need to increase the ability of students TEP in the ability to express ideas and concepts. Practice learning is felt the students are still less given the opportunity to be the autonomy to engage in independent inquiry that requires them to produce and continuously improve their ideas for the development of student knowledge. However, given jargon knowledge-based society (UNESCO, 2005), the practice of conventional education must also shift more focus on the ability to build competence and creativity are able to work creatively and collaboratively with ideas to solve social and environmental problems (Florida, 2002).

The idea of student needs strengthening in order to become a new innovation. This contrasts with the current learning where ideas are often viewed as the mind that is determined based on the plan of teaching and classroom routines. Students with innovative ideas in the classroom sometimes even treated as student unruly and acting. the ideas were not asked specifically highly undesirable will get penolakan because it does not have

compatibility with curriculum and content. Papert (2000) describes the situation as it is commonly seen in most traditional learning environment as "the idea aversion" (ie, do not like the idea). These conditions instilled with the belief rooted as it is not possible for students to be given the opportunity to produce ideas of their own and work with innovative ideas for the advancement of collective knowledge. it is also possible for students to learn to appreciate the importance of ideas to create new knowledge and solve real-world problems.

PROMOTING OF VIEW HOW STUDENTS

One way to help students develop a deeper understanding and appreciation of the "ideas" as an object essential to the creation of knowledge may be the involvement of students is to provide actual cases to carry out activities (Hargreaves, 1999; Hong & Sullivan, 2009; Scardamalia & Bereiter 2006). Build knowledge is defined collaboratively is through strengthening the process that is focused on strengthening the idea of a community (Bereiter & Scardamalia, 2003). As a pedagogical approach centered on the idea, the development of learning refers to three world position of epistemological constructivism. In addition to the physical world / material (world 1) and the psychological world that exists in the human mind (world 2), Popper suggests a world three realities primarily the ideas. These ideas are produced by a professional knowledge (eg, engineers, scientists, designers, and architects), they are embodied in the life social like real, real-world objects that can be experimented with the problem. under the world three ideas should be treated as tentative knowledge claims and will continue to have a critical examination (for example, through the examination, clarification, and changes) for further development. Likewise, in order to develop a knowledge-building

community success, students also need to understand the role of third world object improvable ideas for the advancement of knowledge collectively (Scardamalia, 2002), Lecturer only treat the student in the world and 2 in the psychological construct to achieve gain knowledge. Bereiter (1994), a conventional classroom teaching tends to focus on instilling in the students' minds and should grow and be determined by knowledge from the perspective of the world 2, while ignoring the importance of competence to work with the ideas in the world 3.

Distinguish two different modes of knowledge work is very important. Two modes of knowledge is a mode conviction and cashews design (Bereiter, 2002; Bereiter & Scardamalia, 2003). To explain, mode conviction emphasizes the ability to evaluate ideas or knowledge claims using the established and accepted as true belief. Students intellectually have a life and a class dominated by modes like to think. When the mind of students to work in the mode of confidence, they are often guided to reflect on questions such as: Is this idea is correct or fair? What assumptions this idea is based? Instead, the design mode of thought highlighted the ability to go beyond the pursuit of truth by engaging in idea generation sustained and increased for the advancement of knowledge. When a student is committed to the fashion design knowledge work, they tend to ask questions like: What is the value of this idea? What is it good for? What can or cannot do? How can it be further improved? While both modes required for knowledge work, the epistemological difference main between the two modes of view is that the mode of belief tends to highlight the acquisition of knowledge and accumulated by seeing ideas as knowledge admitted verified; while fashion design intended to facilitate the work of innovative knowledge to see ideas as improvable objects to the advancement of knowledge (Cross, 2007).

One important thing to note is that it is involved in the design of knowledge work-mode is, basically, the metacognitive process, as one must constantly reflect and plan ahead for the conditions to continue to promote the idea. Especially from the perspective of construction of knowledge as a social process, the type of behavior metacognitive necessary to design activity-mode should be collective (not individual) is reached. How can a group of knowledge-building look at the role of ideas and appropriate exercises that have self-regulatory as an attempt to influence the effectiveness of thinking student (Hong &

Sullivan, 2009). previous research has also shown that productive collaborative knowledge work is strongly associated with regulatory activities of the group (eg, Dehler, Bodemer, Butler, & Hesse, 2011; Goos, Galbraith, & Renshaw, 2002).

PROMOTING THE PROCESS IMPROVEMENT IDE

Hong and Sullivan (2009) propose learning centered on the idea within the framework to describe the emergence of the ability collaboration and independent process as the idea continuous and improvement in an environment typical of knowledge-building. The framework envisions "idea generation", "diversification of Ideas", and "elaboration of ideas" as the three essential activities for effective process improvement ideas.

First, in terms of idea generation, most of the research literature has been considered as an important phase for the knowledge productive or design work (eg, Linsey et al., 2011), and important line of empirical research has been investigating strategies for effective learning or techniques to help ideas generation (Faure , 2004 ; Miura & Hida, 2004; Mumford, 2001; Paul & Yang, 2000; Rietzschel, Nijstad, & Stroebe 2014). For example, Rietzschel et al. (2014) study found that when students are guided to work more narrowed (in contrast to the wider) scope of the problem or when they were asked to come up with ideas that are more authentic (as contrasted with the more relevant), they are more likely to come up with ideas -ide innovative. Hong, Chang, and Chai (2011) study found that it is more likely to foster idea generation when students are allowed to study on the problems of their own interests and when the climate of learning in an environment perceived by students as a more open and creative ,

Second, from the perspective of socio-epistemological (Fuller, 1988), the idea of diversification can be achieved by way of exchanging ideas or perspectives between members with expertise distributed. Previous research has suggested that the exchange of ideas is essential to the process of knowledge advancement (Gong, Kim, Zhu, & Lee, 2013; Hong, Scardamalia, & Zhang, 2010; Perttula, Krause, & Sipila, 2006). For example, Perttula (2006) design experiments found that people who swap ideas are more likely to generate more ideas. Kohn, Paul, and Choi (2011) conducted two experiments to explore the process of sharing knowledge where ideas were exchanged and / or combined in the activities of bulk student opinion. They find that the business group was more effective than individual efforts in generating more novel and combination of decent ideas.

Third, from the perspective of evolutionary epistemology (Popper, 1978), the ideas can be

refined as knowledge workers reflect collaboratively in the potential and limitations of the ideas in question. Previous studies have investigated ways of collaboration to help ideas more complicated (eg Chen, Chuy, Resendes, Scardamalia, & Bereiter, 2011; Kipp, Bittner, Bretschneider, & Marco in 2014) and the way of elaboration of ideas that can enhance or inhibit creative knowledge work (eg, Kudrowitz & Wallace, 2013; Stark & Perfect 2008; Verhaegen, Vandevenne, Peeters, and Duflou, 2013). For example, Kudrowitz and (2013) study Wallace found that the systematic use of metrics integrate the three attributes (ie, kebaharuan, usability, and feasibility) as a means of elaboration can assist in identifying ideas -ide more innovative.

In the process of improvement of the idea of earning, it is necessary once initial ideas are generated, they must reification (for example, served as a note or message and contribute). Doing so helps transform initial ideas of mental constructs individual to become public property were recorded permanent. this is important because the idea is understood only in one's mind (as the world 2) cannot be treated as a real object for improvements collectively. Furthermore, the level of diversification of ideas and the exchange is a function of how the ideas spawned more ideas and interact and relate to one each other; and the reflection of ideas or elaboration is a function of how to collaborate knowledge and try to increase the value of ideas and deepen their collective understanding of what ideas can or cannot do to address the problems they face. In the optimal situation, an increase of ideas depends on the processes that arise from the generation of ideas, with the diversification of ideas and elaborations serve as two social mechanisms important is closely linked to enable the transformation of initial ideas into more innovative (Chen, Scardamalia, Acosta, Resendes, & KICI, 2013).

ASSESSMENT OF IDEAS AS A RESULT OF IMPROVEMENT IDE

Along with the construction process of knowledge appear, the idea is expected to be converted into the learning tentative results, including (1) the initial ideas that are being generated and contribute individually to the database community, (2) the diversification of ideas made possible through the sharing / exchanging of or associated with the initial idea, to (3) described ideas more refined or modified continuously by means of reflection collaboration between community members, and (4) ideas more promising and valuable

possible from opportunist integrating diverse and elaborated ideas into solutions more decent or coherent account to address the problem. When the idea of the results of change of process improvements that appear to be treated as a material object real world, the possibility for a group of knowledge-building or class to form a complex set of ideas (as recorded in the database) that emulates a community of knowledge or what Popper (1978) called the third world realities.

Through the improvement ideas, as a result of tentative on knowledge-building phase that is different, students are expected to gradually will work more valuable, the idea is feasible. So, the next relevant question to ask is whether business-improvement ideas that ultimately will generate ideas more quality which is beneficial to the community to solve the problem in question. One way to improve the quality of the idea may be to increase the quantity of ideas. As suggested in the study (1953) on the evaluation of ideas Osborn, the idea of quality is more likely to be produced if an adequate number of ideas can be generated first. Put the other, the quantity of ideas is an effective measure of the quality of the idea. However, other studies (eg, Connolly, Jessup, and Valacich, 1990; Graham, 1977; MacCrimmon & Wagner, 1994) also found that the correlation between quality and quantity is often thin or insignificant and sometimes even negative. Given this controversy, it would be appropriate to directly measure the quality of the idea itself as a way to assess the results of the improvement ideas in the last stages of construction knowledge. As the world's third object, the idea of working in a community of knowledge-building that has been abstract and recorded in an online database, improvement ideas that can be focused on the identification of progressive ideas more innovative posted on the Forum of Knowledge (ie, whether this idea is able to solve the problem, solve problems, or design better products) (Chen et al., 2013). in particular with regard to product design technology, ideas more innovative is an idea that can make the product more useful in everyday life. For example, Brown (2009) offers a set of criteria to assess the quality of ideas, using feasibility, feasibility, and desires. Dean, Hender, Rodgers, and Santanen (2006) developed a scale for the evaluation of ideas in which the following criteria are employed, including new things, "the extent to which the original idea"; workability, "the idea can be implemented (feasible) if it can be easily implemented and does not violate constraints note"; relevance, "[an] idea applies to other issues and would effectively solve the problem"; specificity, "the specific idea if obvious (work in detail)" (p. 663). With proper assessment, members of the public will be more likely to eventually produce

valuable ideas and promises and assume responsibility for collaborative improvement ideas for the overall advancement of knowledge in their community (Scardamalia, 2002).

CONCLUSION

The purpose of this study was to know how to improve students understanding methods in order to develop the capacity of students to work together and innovative ideas and to help them develop a better view of the role of ideas for their professional knowledge TEP. Two main thing in this study are: 1) how the student engaged in building knowledge that will help them improve their knowledge of the profession TEP collaboratively in groups in the perspective of live base leaning, 2) how students are more involved in constructing the knowledge to develop a better view to see ideas as objects essential for sustainable knowledge working in the perspective of live base leaning.

Research is very important for students and managers of the Department of Education Technology, State University of Malang. In addition to obtaining optimum benefits to the concept of learning. Student 1) get a strengthening of the concept of learning by focusing on learning capacity. 2) students get the knowledge to do innovative learning model and comfortable; 3) students can also feel the effectiveness of learning from learning model; 4) Students can learn the attitude of learning to live based learning to the learning model. The study learning object is a bridge perspective on pembelajaran yang method using information and communication technology media.

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SOCIAL STUDY LEARNING MODEL DEVELOPMENT BASED ON SOCIAL INQUIRY TO CREATED SOCIAL CONCERN AMONG ELEMENTARY SCHOOL STUDENT IN BLITAR CITY

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ABSTRACT

This study uses a design development model of Borg and Gall (sukmadinata modification) include : (1) preliminary studies, (2) development of models. (3) model test used a qualitative descriptive approach. Data collection: interviews, literature review, and observations of teaching activity by teacher, distributing questionnaires. The result (1) an social inquiry – based on social study learning model. And alternative learning model that bring student to real learning experience like feeling, proving, rather than memorizing and communicating. (2) student learning activities show an improvement of problem solving ability (3) increasing student creativity not only did passive learning activity but also they can observing, comparing, analyzing, identifying, and proving. (4) friendly and fun team work building. The result of the research will be packaged in CD of learning that included social study learning strategies based on social inquiry.

Keywords: learning model, learning activities, social inquiry, character building, social concern.

Social study in curriculum 2006 is the subject of matter that discussing, analyzing the fact, concept and generalization from social problem in civilization from many kind of life aspect. According to it the aim of social study is make student can understand the concept about the real life in civilization and connection with environment, have ability about logical and critical think skill, curiosity, inquiry, problem solving, social interaction skill, team work, and having consciousness about social value and human right.

The social study character above show that the teacher have to make the learning process can be active and innovative for student. But the fact show that social study evaluation result always below the minimum score criteria. According to it meant that the teacher didn't teach the class with right learning strategy. Because of it and according to the research result from Siti Khotimah 2009 "improvement of learning activity and thinking skill through social inquiry in social study at fourth grade of SDN Manuwari, Bangil, Malang. Show that the teacher have less ability to implementating about social inquiry and thinking ability of student isn't active and creative yet. So the learning activity haven't show unsuccessfully. According to result above the researcher want to following up about it result and focused to develop learning model for social study in elementary school based on social inquiry especially in blitar city region.

Joyce (Gulo, 2005) tells about general conditions to started inquiry activity for student, like: (a) social aspect in class and open mind situation to penetrate discussion activity among student. (b) focused on hypothesis test (c)

using a fact as evidence and using validity, reliability about fact in learning activity for hypothesis testing.

METHOD

Developed learning model of social study in this research used development model from Borg and Gall (sukmadinata modification) there are three main step according to model above : (1) preliminary study (2) model development (3) model test, information source, data analyzing technic and it instrument, information validations.

In the first step, preliminary study is the first step that being preparation step for model development. In this step includes: (1) literature review, (2) field observation (3) first product formulated. Second step includes: learning model test program, in this step there are two way of development : (a) limited subject test, (b) whole subject test, and the third step is product test to tested about effectivity of it product rather than usual learning model in the school that have been used before.

Information source in this research are student and the teacher among elementary school in sananwetan district in blitar city. That have ability to did implementation learning model based on social inquiry includes : (1) information about many kind of social study learning model in elementary school (2) learning and teaching activities condition in class (3) social study learning model for reach objective of learning that used by teacher.

Information gathering technic that used is field observation, questioner spreading, and documentation activity. And information that gathered will be descriptive and percentage analyzing.

Information that gathered will be analyzing by followed procedure like: (1) information validating, (2) tabling and information coding, (3) information classification (4) information identification (5) data processing, (6) result decided,(7) information interpretation activity.

According to procedure above will be know about : (1) many kind of social study learning model in elementary school (2) how social study must be done (3) determine right learning method of social study that used and develop by teacher in learning and teaching activities in class.

The result will be validating according to determiner technic in qualitative research, from intemal validation there are two way of validation : (1)collaborated checking is kind of validating that doing by two observer to guaranteed the information.(2) perseverance of observer is checking process that doing twice to validated the information.

RESULT AND DISCUSSION

Results

Based on information that found in 16 elementary school as subject of observation it found differentiate result that all of that almost have similarity each other.

In the first step, preliminary study is the first step that being preparation step for model development. In this step includes: (1) literature review, (2) field observation (3) first product formulated, literature review is the discussion activity to study about kind of concept that relevant with the product or model developing.

Result of the research in the first observation and interview from 6 elementary school teacher as limited subject observation, about demand of student interactive to learning process are causing few think below: (1) student didn't have courage to ask their teacher, (2) student didn't have confidently to answer from their teacher question, (3) student show passive learning activity during learning process in the class., (4) demand of example about social character among friend.

According to result above it caused few resistant to understanding the topics of social study to build social concern among character and the teacher. (1) student, the topics is not understanding or less understanding, (2) teacher, when do teaching activity look very passive and monotone, (3) uncertain of learning media (4) the topics is to wide and hard to figure out by student.(5) the lesson topics is not attract student to questioning activity. (6) less of example from teacher about good activity. Rather from teacher (1) the topics only from

text book or student book (2) the teacher didn't want to developing the topic it self (3) teacher have less ability to use media, methods, model of learning to support learning activity in class.(4) teacher only counting on student exercise book.

According to the result from observation activity we can conclude that social concern character building in social study is only from teacher centered and less involved media of learning. During the learning activity teacher only do narrative explanation, giving example to solve the problem in student exercise book, giving task to student from it book, based on that activity student creativity will be restricted and causing learning activity from student will be only write down what their teacher said, and only do the task from the teacher, to know about student learning result from inquiry model from research are writed below.

According to learning activity result after and before observation activity in SDN Karangtengah 1 the teacher didn't use social inquiry learning model for social study is not success yet, it causing the result of learning activity from 10 of 29 student is still below minimum standard value. The average of their value is only 64,9 from it learning activities. It meant that standard score for reach objective of learning only 34,5% from limited standard score that reach score up to 75% . and after teacher implementate social inquiry model of learning the average of student score are increasing. The students that have above limited standard score reach 21 student and the other is keep in below minimum standard score. The student score average are 75,5 from it learning activity. It meant that minimum standard score of the student are reaching 72,4 % and student that not qualified yet is only 27,6 %. From it result we can conclude that after observation activity be done the mostly score of student were increasing above limited score standard.

Based on information about student score after and before observation in SDN Sentul 3 the teacher didn't do social inquiry learning model in social study learning process yet. It result can viewed from limited standard score that reach 75% the student that reach above standard score only 9 students and 21 student else are below standard score. Average score from 30 student of its class are reach 70.00 from it learning activity. It meant that limited standard score of student are only 30%. And after implementation of social inquiry the result of student score showed 26 student are above limited score standar and the others are still below standard score. Score average that student has 84,2. Average of standard score of student are reach 86,67% and and only 13,33 % of them still unqualified.

According to student score after and before observation activity in SDN Plosokerep 1 it show

that the learning activities wasn't do social inquiry model and caused the aim of learning weren't reach yet. It viewed from limited standar score that reach 75% the student that have score above it standard only 6 student and 15 other student still below standard score. The average score among student are only 68,7 and it meant that student standard score are only 70% from limited standar score. And then after enquiry social model being doing the student average score are increasing. It showed that average score of student are 78,62 and standar score of student are reaching 100 % so whole student are above standard score.

Based on information about student score after and before observation held in SDN Sentul 1 we can know that the learning activities wasn't used social inquiry yet so the objective of the learning weren't reach yet. It can show from limited standard score that reach 75% the student are having score above the standard are only 7 student, and the others are in below standard score. Average score of student are 65,7 and it meant that student that qualified only 29,17%. And then after social inquiry learning model held the student are having score above standard score are 17 student and 7 others student still below standard score. And the student score are reach 70,83% while the student that unqualified only 29,17%. It show that the learning activity is successfully.

According to the result after and before observation doing in SDN Bendogerit 1 it can conclude that the learning activities before using social inquiry wasn't success yet. It can showed from the limited standard score that reach 75% student are having score above it number are only 12 students and 22 others students still below limited standard score. Score average of student reach 71,05 and it meant that student that have qualified according to aim standard score are only 35,29%. and then after social inquiry model have be done by teacher the student that have score above limited standard score are 30 student, and 4 others student still below limited standard score. Qualifying score according to it result were reach 88,2% and student that still unqualified only 11,76%.

According to the result after and before observation doing in SDK Santa Maria data it can explain that the learning activity that held before using social inquiry wasn't success yet. It can show from limited standard score that reach 75% student are having score above it standard are only 8 student and the others still below standard score. Score average of student only 66,45 it meant that student are qualifying only 33,4% from limited standard score. While

social inquiry model used by teacher the number of student that having score above standard score are 23 students and the student that unqualified only 1 student. Qualified Standard score reach 96,66% and only 4,66% still unqualified.

Based on less of student creativity and student attractive to join social study learning activity and less of teacher ability to use it model of learning the researcher and the teacher were held collaborated activity to use social inquiry in social study. To intention of increasing activity, creativity of student and student attractive to social study, developing discussion habituate to solve the problem in learning activity, increasing social study learning quality and it will be used on other subject of matter , and also increasing teacher professionalism to do their job. Result of it research are increasing activity, creativity, team work, and happiness when join the social study among teacher and student.

According to data that gathered from field observation and accused to theory and concept about it development the researcher formulated first product draft for development activity. It draft will be checking and validating by researcher team and teacher that have enough experiences about social study. According to first observation result the researcher conclude that from 6 limited subject of the test will be separate to few classification like good, medium, enough, and less. And whole subject test for the other elementary school in blitar city.

Before it research did among limited subject. Each teacher from the subject were invited to make lesson plan using social inquiry learning model. When the teacher have finished making lesson plan the teacher will try to held teaching activity based on it new lesson plan and the researcher will be evaluated the learning process with observation, documentation and recorded about it learning activity.

According to advices from researcher the teacher will be change the materials or part in lesson plan that have any mistake. The researcher will give validating result for teacher to used as comparison about lesson plan that they made before. After limited test activity held, the researcher will discussed to prepare observation test to whole subject of observation.

Below are the teacher ability in limited subject test about social inquiry development in social study:

First, it show from learning activity that teacher bring picture about kind of rare and protected animal in Indonesia as media of learning to attract student for analyzing about it problem

Second, it show from teacher ability to explain about topic that have been supported by media of learning (rare and protected animal

picture in Indonesia) and to penetrate student held inquiry process in group like find where the areas of it animal population and what the name of it animal and will be stuck in picture of Indonesian map.

Third, it show from student inquiry activity to stick the picture in Indonesia map according to where the population area and it held by student team work

Fourth, it show from analyzing from each team about the picture and each team have to make some question about it picture and it question will be change to another question from another team.

Fifth, it show from communicating activity that doing by one of the team group whom will be read the result of discussion in front of the class about the origin of its animal, how to do conservation, how to give concern about nature and wildlife, and how to stop the extinction of it animal kind.

Sixth, it show from student activity to show about Indonesian archipelago, many kind of animals and plants, through song and dance like "sabang sampai merauke"

Benefit of social inquiry from social character building are below: a) Developing student ability to make decision making to solve some problem with objectively and confidently; b) Developing thinking ability includes (observation, read the information, analyzing, etc); c) Through inquiry thinking ability above will be analyzing based on situation or condition that truly being concentrated; d) Guiding wondering attitude and objective – confident thinking, critical thinking in individual or group thinking; e) Developing social concern about social activity or social problem that happened around them.

And the less from it result is the teacher didn't understand yet about social inquiry model and it caused the duration for observation take too long.

Discussion

Data that gathered from 16 school as subject of it research among the social study teacher in blitar city with classification below. 6 school as limited subject and 10 school as whole subject. Limited subject test includes SD Karang Tengah 1, SDN Sentul 3, SDN PlosoKerep 1, SDN Bendogerit 1, SDK Santa Maria. And then for whole subject includes SDN Rembang 1, SDN Kauman 3, SDN Bendogerit 2, SDN Gedog 2, SDI Kardina Massa, SDI Kota, SDN PanjenLor 2, SDN Bendo 1, SDN Tanggung 2, SDNSananwetan 3.

Whole Questioner that spreading were gathered and the data presentation about

development of social study learning based on social inquiry in social concern activity contain 5 kind of activity like;

1. Developing social inquiry of social study based on National Education Standard (BSNP) In KTSP curriculum.
2. Social study learning model development based on social inquiry through social concern activity.
3. Developing and formulating lesson plan
4. Developing of learning step in social study learning model based on social inquiry.
5. Teacher perception about social study learning model based on social inquiry.

Based on information gathered about Social study learning model development based on social inquiry according to National Education Standard (BSNP) In KTSP curriculum in limited or whole subject test found as below: (a) function implementation from Social study learning model development based on social inquiry (b) learning activities to implementation objective of learning in Social study learning model development based on social inquiry (c) activity in Social study learning method development based on social inquiry. From kind of factor above it found highest percentage for very good (50%), good category (25%), and enough category (25%) it result show that development program on moral education based on VCT are in enough condition because the percentage between 70% - 84%(marzuki, 1999:27)

According to Social study learning model development based on social inquiry to build social concern about (a) implementation of concern approach (b) implementation of social analyzing approach (c) implementation of character building approach. All of that factor show highest percentage for very good (50%), good category (25%), and enough category (25%) it result show that Social study learning model development based on social inquiry to build social concern are in good condition because the percentage between 70% - 84%(marzuki, 1999:27)

From information about Developing social inquiry of social study based on National Education Standard (BSNP) In KTSP curriculum from 6 respondent show that: (a) implementation of function implementation from Social study learning model development based on social inquiry, 3 respondents has very good category (50%) , 3 respondents has enough category (50%); (b) learning activities to implementation objective of learning in Social study learning model development based on social inquiry, 3 respondent has very good category (50%), 1 respondent have good category (16,67%), 2 respondent has enough category (33,34%); (c) activity in Social study

learning method development based on social inquiry,, 3 respondents has very good category (50%) , 3 respondents has good category (50%).

Based on data about lesson plan making show the result as (a) formulated the objective of learning (b) developing lesson source activity (c) lesson strategic and scenario development (d) class management (e) evaluation procedure planning (f) presentating lesson plan document. All of that factor show highest percentage for very good (50%), good category (25%), and enough category (25%). it result show that lesson plan making is in enough condition and placed between 70% - 84% (marzuki, 1999:27)

From information about Social study learning model development based on social inquiry to build social concern as below (a) implementation of concern approach, , 3 respondents has very good category (50%) , 3 respondents has enough category (50%) (b) implementation of social analyzing approach, 4 respondents has very good category (66,67%) , 2 respondents has good category (33,33%) (c) implementation of character building approach, 5 respondents has very good category (83,33%) , 1 respondents has enough category (16,67%).

Based on data about lesson plan making show the result as (a) formulated the objective of learning, 4 respondents has very good category (66.67%) , 2 respondents has enough category (33,33%) (b) developing lesson source activity, 2 respondents has very good category (33,33%) , 3 respondents has good category (50%) 1 respondents has very good category (16,67%); (c) lesson strategic and scenario development, 3 respondents has very good category (50%) , 3 respondents has good category (50%) (d) class management, 1 respondents has very good category (16.67%) , 2 respondents has good category (33,33%) 3 respondents has enough category (50%) (e) evaluation procedure planning, 3 respondents has very good category (50%) , 3 respondents has good category (50%) (f) presentating lesson plan document, 3 respondents has very good category (50%) , 3 respondents has good category (50%).

Based on data about Social study learning model development based on social inquiry to elementary student. it show (a) determining about value that will be discussed, 5 respondents has very good category (83,34%) , 1 respondents has good category (16,67%); (b) determining about relevan activity, 1 respondents has very good category (16,67%), 5 respondents has good category (83,34%); (c) problem concern activity, 3 respondents has

very good category (50%) , 3 respondents has good category (50%); (d) searching and finding concern object, 3 respondents has very good category (50%) , 3 respondents has good category (50%); (e) social concern analyzing, 3 respondents has very good category (50%) , 3 respondents has enough category (50%), (f) determining the reason about social concern activity, 3 respondents has very good category (50%) , 3 respondents has good category (50%).

According to data analyzing about teacher perception about Social study learning model development based on social inquiry, it found (a) social inquiry understanding, 3 respondents has very good category (50%) , 3 respondents has enough category (50%); (b) learning step development in social inquiry, 5 respondents has very good category (83,34%) , 1 respondents has enough category (16,66%); (c) social inquiry socialization, 3 respondents has very good category (50%) , 3 respondents has enough category (50%); (d) demand of guidance book for social inquiry learning process, 3 respondents has very good category (50%) , 3 respondents has enough category (50%),

In this case almost all the teacher perception are needed the tutorial book for social inquiry learning model in social study to held character building for student about social concern

CONCLUSION AND RECOMMEDATION

Conclusion

Based on the problem, aim, and result of the research and the discussion result it can conclude that the observation have few result as below : lesson plan of Social study learning model development based on social inquiry, model and strategy of social study based on social inquiry that have validation and have ability to implementation activity in the class. All of the result which have been not detailed above will be recorded in CD of learning and teacher guidance book that contributed to the real implementation of Social study learning model development based on social inquiry and to reach an objective or learning itself.

Recommendation

The result of the research show that all the model of learning strategi in elementary school developing program are valid as theoretic aspect and can put into practice in learning process and effectively reached to aim of study. So it advised to the teacher in elementary school to have ability for implementation strategic model on this research in the teaching and learning process at school. Especially for integrated curriculum learning process.

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MAPPING OF STUDENT COLLEGE PERCEPTION AND EXPECTATION ON FUTURE CAREER

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ABSTRACT

This research aims at: 1) mapping of student college perception, 2) mapping of college student expectation on department, 3) finding out the differences of college student perception and expectation. This research uses descriptive comparative method. The population of this research is students of AP FIP UM and MP FIP UNESA. The number of sample is 248 respondents from 2012-2015 generation. Data is taken using questionnaire. The results are: 1) perception of college students to department is good, 2) expectation of college student is very high. 3) Based on university and gender group variable, perception and expectation of students there are similarities. However based on the academic year, college student's expectation is not the same. Based on university and gender group variable, perception and expectation of students there are similarities. However based on the academic year, expectation of student college is not the same.

Keywords: mapping, perception, expectation, future career.

Human resources is nation asset. BPPK (2016) Theodore, W.Schultz presentation of article entitling Investment in Human Capital in 1960 in front of economic experts and officials of *American Economic Association* is the founding father of *human capital concept*. Fattah (2004), in viewing human capital concept stated that basically human is a form of capital. Human as a human capital is reflected in the form of knowledge, idea, creativity, skill and productivity. Not similar with other capital objected as *tools*, human capital may invest themselves in the form of several human resources investment, such as formal education, informal education, working experience, healthy, nutrition and transmigration. Ancok (in BPPK, 2016) stated that human capital is regarded as a very important component in organization. Human with all capabilities will result in awesome performance if they are explored maximally. The followings are six components of human capital: (1) intellectual; (2) emotional; (3) social; (4) consistency, (5) moral; and (6) healthy capitals.

Human resources existence is the most important component of people life prosperity. It needs education to reach prosperity. Education has very important role in life because it becomes a long life investment which can be regarded as economic commodity. Someone education can be measured by skill and knowledge that can be valued from economic value side.

Someone who succeeded in education doesn't mean that they will succeed in post-education. Basically, education is expected to give refund in the form of successfulness in

achieving dream which can be realized by the development of working field that in last will produce prosperity. Prosperity will not be achieved easily. It needs patience and consistency so that it will not create jobless generation.

Indonesia is regarded as a nation which reaches successfulness in improving education. Knowledge understanding improves significantly, which can be seen from the high number of higher education delivering their output. Unfortunately, not all higher education graduates are accepted by working field. It is expected that they can enter formal sector and develop future career. Kompasiana (2014) stated that career is defined as all kinds of job, whether it earns money or not. Career is also defined as learning process and roles of human life. Career is related to any jobs of earning money and belongs to a single job. Career is viewed as learning process and simultaneously self-development. According to Pekerti (2008), factors influencing career are culture, discrimination, subjective, careers, Confucian values and family business structure.

A study conducted by Jannah (2006) found that self-concept and social support influences future career anxiety, but self-concept influences more on career anxiety. Based on first minor hypothesis it is found that self-concept influence future career anxiety, meaning that this hypothesis is accepted. It can be assumed that the higher the self-concept, the lower the career anxiety. In contrast, the lower the self-concept, the lower the career anxiety. Based on second minor hypothesis it is found that social support doesn't influence future career anxiety. It means that the second hypothesis is rejected.

Due to the imbalance of graduate number and job field, educated jobless is resulted, and it is a new task for this nation. Based on survey from BBC on July 2009, educated jobless level in Indonesia is 8.25% (Wikipedia, 2013). In 2016, however, the jobless in Indonesia fell down (BPPS, 2016). The Head of BPS (Statistical Centre Organization), Suryamin, said that open jobless in February 2016 is 7.02 million (5.5%). This number, nevertheless, fell down compared to February 2015 which was about 7.45 million (5.81%). The jobless percentage of primary school graduates and below also fell down, from 3.61% to 3.44%. The highest jobless number is from the graduate of vocational schools, from 9.05% to 9.84%.

Jobless is defined as a group of working generation who wants to get job but they have not got job yet (Supriatna, 2007: 293). Educated jobless, therefore, is a graduation from higher education, both public and private, who has not got job yet. Educated jobless usually comes from middle to top community, in which they have opportunity to earn live while they are jobless. Educated jobless relates mostly to educational problems in developing countries. The problems usually consist of educational quality, teacher preparation, facilities, and lack of working field that eventually give effects to social and educational existence in community way of view.

A research conducted by Lestari (2014) suggested that from total number 196 university 56 students, 47 belongs to high category, 142 in middle category and 2 students belong to low category. Categorized from aspects of knowledge, attitude/behavior and skill during educational stage, job field and type, job income and location, it is suggested that 142 students high expectation, and 54 in middle expectation. 131 students run into educational sector and 65 students in non-educational. There is also difference on students perception based on generation era and parents income variables. There is no difference on students perception based on sex, parents education and occupation variables.

Higher education should deliver graduates who are categorized into jobseeker, but as entrepreneur who has high skill, knowledge, concept and strategy that it leads them into successfulness in the future (Hendro, 2002). Entrepreneurship is an alternative to reduce educated jobless. According to Zhang (2014), Establishment of Enterprise Education System for Undergraduates in Universities: 1) Improving students' cognition on entrepreneurship, 2) Adjusting teachers' educational philosophy, 3) Carrying out various

forms of entrepreneurship courses and trainings, 4) Flexible team learning can be carried out, and 5) The attention from universities and schools to students' entrepreneurship should be enhanced.

Every college student is important to have perceptions and high expectations towards the future career. Wursanto (2005) and Mansoer (1989) argues perception is the process of organizing the provision of meaning/sensory impressions translate/interpret the message by a person on the environment.

Expectation is something that (can) be expected, the desire to become a reality (Indonesia Dictionary/Kamus Besar Bahasa Indonesia, 2016). Expectation someone depends on a person's background, experience, education, knowledge, environment, and the ability of each individual.

METHODS

This research uses quantitative approach with comparative descriptive design. Research object is students of Educational Administration Department, Faculty of Educational Science Malang State University (AP FIP UM) and Educational Management, Faculty of Educational Science Surabaya State University (MP FIP UNESA), from 2012 – 2015 generation. The number of students is 248, consisting of 138 and 110 from students of AP FIP UM and MP FIP UNESA, respectively. Research sample is taken based on KrejcieTable, in which it is taken using *Proportionate Random Sampling* based on students' generation. From the population of 743 students based on Robert Krejcie and Daryle W. Morgan formula, the researcher got 248 students sample. Data collecting technique is questionnaire. The data is analyzed using SPSS for Windows, cross tabulation descriptive and t-test technique.

RESULT AND DISCUSSION

Result

The result of data analysis suggests that there are 248 respondents from two universities, Malang State University and Surabaya State University. There are 138 students from AP FIP UM department, consisting of 30 male and 108 female students, and 110 from MP FIP UNESA, consisting of 19 male and 91 female students. Based on the generation year of AP FIP UM students, there are 32, 35, 35 and 36 students from academic year 2012, 2013, 2014 and 2015, respectively. For MP FIP UNESA, there are 27, 27, 29 and 27 students from academic year 2012, 2013, 2014 and 2015, respectively.

Students' perception category to department, both AP FIP UM and MP FIP UNESA, is categorized into high (158 or 63.7%), very high 84 (33.9%), moderat 6 (2.4%), low 0 (0%). Students'

perception category to department can be seen in Table 1.

Table 1. Students' Perception Category to Department

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|-----------|---------|---------------|--------------------|
| Valid Low | 0 | 0 | 0 | 0 |
| Moderat | 6 | 2,4 | 2,4 | 2,4 |
| High | 158 | 63,7 | 63,7 | 66,1 |
| Very High | 84 | 33,9 | 33,9 | 100,0 |
| Total | 248 | 100,0 | 100,0 | |

Results of cross tabulation on students' perceptions of the UM Department of AP and MP FIP FIP UNESA can be seen in Table 2.

Table 2. Results of Cross Tabulation on Students' Perceptions

| | Category Perception | | | Total |
|-------|---------------------|------|-----------|-------|
| | Moderat | High | Very High | |
| UM | 3 | 87 | 48 | 138 |
| UNESA | 3 | 71 | 36 | 110 |
| Total | 6 | 158 | 84 | 248 |

For students expectation, the categorization is very high (192 or 77.4%), high 54 (21.8%) and average 2 (0.8%). Students expectation can be seen in Table 3.

Table 3. Category of Students' Expectation

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|-----------|---------|---------------|--------------------|
| Valid Low | 0 | 0 | 0 | 0 |
| Moderat | 2 | 0,8 | 0,8 | 0,8 |
| High | 54 | 21,8 | 21,8 | 22,6 |
| Very High | 192 | 77,4 | 77,4 | 100,0 |
| Total | 248 | 100,0 | 100,0 | |

Results of cross tabulation on students' expectation of the UM Department of AP and MP FIP FIP UNESA can be seen in Table 4.

Table 4. Results of Cross Tabulation on Students' Expectation

| | Category Expectation | | | Total |
|-------|----------------------|------|-----------|-------|
| | Moderat | High | Very High | |
| UM | 1 | 23 | 114 | 138 |
| UNESA | 1 | 31 | 78 | 110 |
| Total | 2 | 54 | 192 | 248 |

Different-test analysis based on university between AP FIP UM and MP FIP UNESA, Perception of college students get Asymp.Sig (2-tailed) of 0,952 > 0,05 means Ho is accepted. This means that there is no difference between the perception of UM students with MP AP FIP FIP UNESA. Expectation of college students get Asymp.Sig (2-tailed) of 0,202 > 0,05 means Ho is accepted. This means that there is no difference between the perception of UM students with MP AP FIP FIP UNESA.

The results of different test analysis on the perception of students by gender between students and MP FIP FIP UM UNESA, get Asymp.Sig (2-tailed) of 0,095 > 0,05 means Ho is accepted. This means that there is no difference between the perception of UM students with MP AP FIP FIP UNESA based of gender. The results of different test analysis on the expectation of students by gender between students and MP FIP FIP UM UNESA, get Asymp.Sig (2-tailed) of 0.202 > 0.05 means Ho is accepted. This means that there is no difference between the expectation of UM students with MP AP FIP FIP UNESA based of gender.

The results of different test analysis on the perception of students by Academic Year between students and MP FIP FIP UM UNESA, get Asymp.Sig (2-tailed) of 0,348 > 0,05 means Ho is accepted. This means that there is no difference between the perception of UM students with MP AP FIP FIP UNESA based of academic year. The results of different test analysis on the expectation of students by student level between students and MP FIP FIP UM UNESA, get Asymp.Sig (2-tailed) of 0,010 > 0,05 means H1 is accepted. This means that there is difference between the expectation of UM students with MP AP FIP FIP UNESA based of Academic Year.

Table 5. Different-test Analysis Result based on University, Sex and Academic Year

| No | Grouping Variable | Differentiation | Asymp.sig (2-tailed) | Note |
|----|-------------------|-----------------------|----------------------|-------------|
| 1 | University | Students' Perception | 0.952 | H0 accepted |
| | | Students' Expectation | 0.202 | H0 accepted |
| 2. | Gender | Students' Perception | 0,095 | H0 accepted |
| | | Students' Expectation | 0,202 | H0 accepted |
| 3. | Academic Year | Students' Perception | 0,348 | H0 accepted |
| | | Students' Expectation | 0,010 | H1 accepted |

Discussion

Based on the research results the college students perceptions is high katogori. Perceptions are formed through a gradual process, there are factors that affect the perception. Siagian (2004) and Robbins (2003) in general, there are three factors that influence a person's perception, among others: (1) Of the people who shape perception itself. If someone saw something and tried to give the interpretation of what he saw, people are influenced by the individual characteristics that helped influence such attitudes, motives, interests, interests, experiences and expectations. (2) object of perceptions. Object of perception can be a person, object or event. The properties of the target (movement, sound, size, behavior and other characteristics) of the target perceptions also determine the way people see it. And (3) factors of the situation. Perception must be contextually meaningful in situations where the perception that arise need to get attention. The situation is a factor that contributed to the growth of a person's perception. It can be concluded that the perception is influenced by one's personal, goals, and situation.

Perception to produce a thought, pass through a process certain stages. Perception is essentially an observation through the sensing of an object, then forwarded by the sensory nerves to the brain. In the brain, the results of these observations are processed consciously, so that the individual concerned may be aware of and give meaning to the object being observed in accordance with attention, needs, system of values, and personality characteristics. The stages include: 1) The first stage with respect to the stimulus. Stimulus arrested sensory nerve is affected by certain conditions, such as individual attention, a factor the stimulus itself,

motivational, and individual experience. These factors determine whether the stimulus is received or not. 2) When people prepare to receive a stimulus, stimulus all the time come up with a value to the individual. Whether the stimulus is a scary thing or a thing that attracts attention and so on. Values for individual stimulus actually directs the individual to the object of perception, which means according to the individual expectations. 3) Establishment of perception, this stage is determined by the function of the receptor organ (receiver) and the characteristics of the projection area. In other words, the formation of this perception is closely related to physiological function. This function is developed in accordance with the pattern of growth and development of the individual. 4) The length of time between the receipt of stimulus stimulus for formation of shadows on the projection area of the brain tissue. The length of time can be measured by looking at the high and low sensitivity and equality stimulus functions in the projection area to outside stimulus. 5) consolidation phase shadows stimulus, at this stage there is an understanding of the sensory nerve stimulus received. Meanings of the stimulus occurs after people perform a selection of some stimulus. A stimulus that comes with a certain value for the individual to be responded to and given meaning. The stimulus meaning given in accordance with the structure of its cognition.

Category expectation based on analysis result of data is very high. It is claimed that the student has Expectation to the university for realize their desire become a reality in the future is very high. It will support survey result from BBC News stating that educated jobless in Indonesia will improve year by year. To realize their parents' expectation as civil servant, most students compete hardly.

A research on career choice by university students (Widyasari, 2010) suggests: 1) there are students' perception differences on career choice based on salary, professional training, professional admiration, social values, working environment, job market consideration; 2) there is no students' perception difference based on personality factor. Keseger (2013) suggests that career development and self-efficacy in unity has significant influence on worker performance, but when the two factors are separated, the influence is different. Career development influences significantly on worker performance, while self-efficacy has no significant influence.

Hendro (2002), therefore, states that university should prepare students with skill, knowledge, concept, and strategy in entrepreneurship so that they may have bright career in the future. Wyness, Jones & Klapper (2015) in their study proposes three ways in which sustainability

might be more meaningfully integrated into entrepreneurship programs. First, the QAA (2012) guidelines for enterprise and entrepreneurship need to be reconsidered to encapsulate the sustainability agenda. Second, for entrepreneurship educators to reconsider their pedagogical approaches to encapsulate system thinking as more holistic educational perspective. Finally, the authors call for entrepreneurship educators to revise their programs to embed the core facets of social, environmental, economic and more recently ethical sustainability, originality/value. The study offers a novel insight into entrepreneurship educators attitude to sustainability and their approach to it within their curricula.

A person who has design on their future has the following characteristics: 1) more meaningful life, 2) higher level of happiness, 3) better academic performance, 4) less problem in school, 5) higher participation in school, 6) higher sense of belonging, 7) lower depression level, 8) lower risky behavior (sexual relationship in early age; pregnancy or to be the cause of pregnancy; smoking, drug, alcohol; crime, and others), 9) more positive view to ethnic. A study on future plan and career destination suggests that 49% students in USA has career destination in the future, and 51% does not have. The details are as follows 1) graduating from senior high school or getting good score (4%), 2) continuing study in university but no specific purposes (10%), 3) specific career that can be reached if they get degree from university (7%), 4) specific career without having degree from university (14%), 5) career in entertainment or sport sector (4%), 6) not certain or not knowing (7%), and 7) no answer or answering but outside the career (44%) (Mendatu, 2014).

Study from Hulukati (2014) suggests that there is a perfect correlation between career guidance and students' self-efficacy of second year of SMK Negeri 1 Gorontalo students in choosing their study, in which it is shown by $r_{xy} = 1000$. By determining coefficient = 1000 (100%) it shows that 100% variation in students' self-efficacy in choosing their study is explained by career guidance.

Students' perception to department or study field is high, and students' expectation after graduating from university is very high. It is in correlation with study result conducted by Lestari (2014). It suggests that from 196 university students, 47 belongs to high perception category, 142 belongs to middle perception category, and 2 has low perception. Expectation to knowledge, attitude/behavior

and skill during studying in university, working sector, type of job and working location shows that from 196 students, 142 has high expectation and 54 in the middle.

CONCLUSION

Based on the study, it is concluded: 1) perception of college students to department is good, 2) expectation of college student is very high. 3) Based group variable on university, gender, and academic year, perception of college students there are similarities. Based on university and gender, expectation of college student there are similarities. But, Based of academic year, student college expectation is not the same.

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THINKING HISTORICALLY WITH DOCUMENTS: SOME PROPOSED INSTRUCTIONAL STRATEGIES TO TEACH SOURCING

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ABSTRACT

It is important that students develop and use appropriate historical thinking skills in the classroom. One of the historical thinking components is the sourcing component. The students are asked to analyze, evaluate, and infer historical sources. The purpose of using historical documents in the classroom is to make the students read and think like historians. In this context, this article focuses on the use of primary source documents to teach historical thinking to SMA Students. The implementation of the sourcing instructional strategies requiring students to think like a historian strategy is presented too. I present some instructional strategies to teach the historical thinking skill

Keywords: *historical thinking, primary source, document, source materials.*

Primary sources are now more readily available in much larger numbers through the internet. The quality and breadth of available sources has been increasing. The sources may include historical texts, narratives, or artifacts. Many collections also offer teachers guides on how to utilize documents within their classroom. The sources also offer many research possibilities for students. Primary sources are similar to the “raw material” that historians use to write about the past. Primary sources reflect the first-hand experiences and perspectives of people who lived in the past. Primary sources can be used to convey information about the past and provide insights into the thoughts and experiences of those who lived in an earlier time. It is widely believed that when teachers use primary source documents, students are more likely to engage in the process of historical analysis. Primary sources are different from books that are written by authors and published for sale in bookstores. Researchers use primary sources to write books, which are secondary sources.

Students learn that reading primary document differs from reading textbooks only in the particular questions they are expected to answer. But the goal-reading comprehension-remains the same (Neumann, 2010). Reading and thinking about primary sources should allow the students to come to their own conclusions about events and issues in the past. History textbooks was written by historians who used primary sources to conclusions about events and issues in the past. If the students want to challenge what they say, the students could use primary sources to get back to original events and perspectives in the past. Then, they could use the primary sources to

come to their own conclusions. Using primary sources also shows us that there are multiple and sometimes different perspectives on the past. For those reasons, I would like to present the essence of what we call primary source document, heuristics and propose some instructional strategies.

DISCUSSION

Primary Source Document

Teachers are increasingly urged to include primary documents—records or evidence of the past created in the past—in their teaching of history and social studies (Sandwell, tt). Primary documents have clear advantages over textbook accounts. Historical documents such as diaries, photographs, letters, and even house-by-house census manuscripts provide personal points of entry into history. They can offer eye opening perspectives for students who believe that history is impersonal and therefore irrelevant to their lives. Criminal trials, inquests, and newspapers offer a sense of immediacy about the past, providing students with a window on history that is more urgent and interesting than textbook histories. However, the usefulness of primary documents is not limited to their ability to entertain students. Initially engaged by the immediacy or personal nature of primary documents, many teachers use primary sources as a “hook” to draw students into historical thinking. In the process of thinking critically about these documents, students develop a deeper understanding of the content—the larger events, themes, and issues of history—in meaningful ways that are likely to be remembered beyond the final exam. Students who learn to use primary documents effectively learn how to “do” history like historians, interpreting evidence to piece together a narrative of historical explanation

and to make richer sense of the everyday world around them.

Despite these advantages, their potential is not always realized for at least three reasons: difficulties in finding useful documents, challenges in using documents to advance an already crowded curriculum, uncertainty about how to teach students to analyze them critically.

Primary documents are those records created in the past, at or close to the time under study, that have survived into the present. Historians have traditionally used a wide variety of written records, from personal diaries created by a child to statistical records kept by government departments, as the foundation for their historical investigations. More recently, historians have been drawing on non-document records, including photographs, moving pictures, the spoken word, and even architectural plans or botanical (plant) inventories to find clues about how people lived in the past. All of these primary documents are, in an important sense, the “raw materials” that historians work with as they attempt to figure out what happened in the past, and what it means to us in the present.

Ultimately, primary documents are our sole sources of evidence about the past. But what they reveal depends on the questions that historians ask. For example, statistics about factory wages in Canada in 1914 might be used by a historian to prove any number of conclusions, including the following: women were paid less than men, the economy in Canada was in a slump in that year, Montreal was the leading manufacturing Centre in Canada in the pre-war years, the Canadian government was more interested in factory work (since it collected these kinds of statistics) than it was in child-raising practices (about which few statistics were collected).

When attacking the documents, we have limitations. Since the past must be understood through the medium of the sources, the truth is elusive at best. Only a portion of past events were observed and a portion of them remembered; still less was recorded and not all of the written record has survived to be used by the scholar. What the student works with may be distorted as well as incomplete, both factors which militate against the making of extravagant claims based upon any given piece of evidence. In the words of E. H. Carr, “no document can tell us more than what the author of the document thought--what he thought had happened, what he thought ought to happen or would happen, or perhaps only what he wanted others to think he thought, or even only what he himself thought he thought.

Heuristics

Historians discover knowledge by three heuristics: sourcing, contextualizing and corroborating. Historians sought out and evaluated the source of a document and used this source information to influence their interpretation of the document content (a sourcing heuristics). In this sourcing heuristics, historians search for the historical attribution before reading the document. They also tended to develop hypotheses based on sources before the actual reading of the documents. Historians also attempt to situate the events in an accurate spatial-temporal context (a contextualization heuristics). In this contextualization heuristics, historians place a document within the parameters of space and time. They construct timelines and geographic reference points from direct evidence contained in the documents and by drawing inferences. Historians compared content across documents systematically and were therefore able to identify discrepancies (a corroboration heuristics).

Sourcing. Evaluation of source information depends on initially identifying critical features of the sources. Historians evaluate the author of the document, including statements about the author’s position, motivation, or participation, or an evaluation of the author in general. Position is a reference to an author’s occupation, profession, or credentials. This is important because it indicates the author’s educational training, affiliation with an organization or institution, and status as an authority. Motivation is a possible reason why the author may have written the document. Author motives are usually not explicitly mentioned and therefore the reader must infer them from knowledge about the author or the type of document. Identifying possible motives is important for explaining why specific events or facts are mentioned whereas others are omitted, as well as for explaining why different persons and events are portrayed as they are. Participation is an indication that the author was (or was not) a participant in the activities described. It is about how the author came to know the information described, such as direct experience, scholarly research, newspaper, investigations, or fictional invention. Author evaluation is statement in which historians state their own opinion of the author.

Justification refers not to author characteristics but to characteristics of the documents: date and document type. Date is an explicit mention of the time period in which the document was written. Date is important because it helps to indicate how much information the writer could access and how accurate an account of the events from memory might be. Also, the author’s perspective might be influenced by the time period in which the document was written. Document type

is a reference to the form of the document such as textbook, autobiography, treaty, scholarly book, or sworn disposition. The type of document can provide information whether it is a record without interpretation, interpretation evaluated by informed peers, a concise overview or summary of agreed-upon information, or mere entertainment. Finally, a document evaluations a statement of the historian's opinions of the document type.

A document is quite meaningless until the historian deciphers it through a thought process that screens for motivation, bias, intent, and context. The first insight gained by the student involves the realization that an effective assessment of a piece of evidence can only be made against an informed background. Recognizing that a historical document does not exist in a vacuum, therefore, he/she inquires into the events surrounding the piece of evidence under consideration. The ability to understand human behavior in its original setting by putting oneself "in the place of other individuals of other times and to interpret documents...with their eyes, standards, and sympathies" may be thought of as "historical-mindedness. Historical perspective is achieved when the "angle of view of participants is somehow brought into effective contrast with the quite different angle of view of today's observer.

Contextualization. Contextualization is the heuristic of attending to a detailed sequence of events in time and space when reconstructing the events from documents. The historians analyze the document and simulate the stated events to test hypotheses of plausible scenarios and reject other models as implausible. This requires the reader to go beyond the actual words stated in the document and therefore requires extensive knowledge and experience. There are six categories of the historian statements that reflect the contextualization heuristic. These categories include spatiotemporal, social-rhetorical, biographic, historiographic, linguistic and analogical comments. For example, source features such as a document's date could be used to construct an accurate event timeline as well as to interpret the particular linguistic context of phrases based on their usage in the period when written. Similarly, focusing on author motivation could help the reader create a social-rhetorical context to evaluate and interpret content.

Historical-mindedness leads directly to an appreciation of the fact that context is crucial to accurate interpretation of the evidence. The meaning of a document cannot be divorced from "its own contemporary history." A critical

element of historical thinking thus involves "the responsible use of evidence to fill out for the episode in question its place both in relevant developments down through time and in the context of its own time. "As he/she examines a primary source, the student is encouraged to ask: where does this document fit into the broader socio-economic-political-cultural environment of the era from which it is drawn?"

A concern for context also necessitates an exploration of the background of the witness those writings are under consideration in the classroom. The student must be cautioned against an uncritical assumption that first hand material is always more reliable: the notion that a primary source is by definition objective. Discussion should instead stress the reality that "primary sources, produced in the heat of the moment, are automatically biased" and are to be used with "discriminating judgment" in order that the analyst arrive "a closer approximation of the truth." Indeed, critical examination of a document may aid the student in recognizing "the sources of bias in himself and his contemporaries no less than among the personages of history}."

Corroboration. Corroboration is the general skill of checking facts or investigations from a particular document against other, independent sources. Corroboration involves directly comparing the information from the various sources to identify which important statements are agreed on, which are uniquely mentioned and which are discrepant. It enables historians to differently weight the credibility of the information presented in a document. One's confidence in a document's credibility can be bolstered by the accumulations of corroborated information (i.e: information in agreement with other texts). Thus, when historians find a fact that another author mentioned, they can have more confidence in the accuracy of that information.

There are three types of uncorroborated information: unique, contradicted, and incomplete. First, a document may present unique information not presented by other documents. No single document will provide all possible details and causal explanations for the described situation. Unique information is helpful because it allows the historian to fill in a more complete set of events and motives. Unique information, however, also places a burden on the reader to hold that information on tentative until corroboration has been obtained. Second, a document may present information that contradicts information from other sources. The process of corroborating information against other texts allows the reader to identify such discrepancies. In this case, rather than merely marking the information as tentative, the reader must resolve the discrepancies and attempt to

investigate the cause of the discrepancies to determine the extent to which an author is being deceptive or purposefully misleading. Finally, a document may present an incomplete version of the story by omitting important, generally agreed upon facts. This may lead the reader to question the credibility of the source in general.

Some Proposed Instructional Strategies

The Atomic Bomb

This project was completed by students (Anderson, 2013). They chose to research the creation and use of the atomic bomb at the end of World War II. They are asked to analyze and interpret. When doing historical analysis and interpretation, it requires them to go beyond the simple statement of facts by creating a narrative supported by historical evidence. Through this process they recognize that there may not be a simple answer to a question, but multiple interpretations. They struggle to look past the statement of facts to create an interpretative story of the past.

There are many perspectives from which to approach the topic. They discover a number of primary sources from Robert Oppenheim, Harry Truman, and Albert Einstein. These sources focus on the development and motivations to use the bomb. These sources are ripe for interpretation and could be viewed differently by the individual.

When interpreting, they have focused on stating the facts surrounding the event to create their final narrative for their project. They have interpretation that the American reactions to the use of the bomb: Americans are very happy and the war was going to win soon. They have also focus their attention on identifying the important individuals involved in the development of the bomb, the events leading up to the use of the bomb, important dates surrounding the event, and the important facts about the dropping of the bomb such as the cities, name of the plane and bombs, and the number of dead.

They could recognize the controversy and ethical dilemma faced by those involved in the bomb's creation and use. It demonstrates that they can identify a number of different perspectives. They can transform the information into their own unique interpretation of the event.

English Colony in America

The essential Question is "How can we understand contact, cooperation, and conflict between Native Americans, Africans, and European colonists in the colonial era"?

There are some important terms that the students should understand. (1) Bias, a prejudice; an inclination or tendency of temperament or outlook. Bias is evident in both primary and secondary sources. (2) facts Vs interpretations, —in historical writing, facts include information that is not under dispute, such as what happened, who was involved, and when an event occurred. Interpretations explain how or why something happened. (3) Perspective, —it is a point of view. (4) Primary Source—materials that have survived the past. Examples include—but are not limited to—letters, photographs, buildings, or articles of clothing. (5) Secondary Source—accounts of the past created by people writing about events after they happened. Interpretations of the historical record (primary and secondary sources.)

The students must distinguish primary from secondary sources. The table below lists several sources that a student might use for a research project on religion in early America. Please determine whether each document is a primary or secondary source, then, briefly explain your choice.

| Source | Primary or Secondary Source? | Briefly explain your answer |
|--|------------------------------|-----------------------------|
| 1. Slave spirituals | | |
| 2. U.S. history textbook | | |
| 3. Documentary film on the First Great Awakening | | |
| 4. Wood engraving of a Quaker meeting from 1710 | | |
| 6. Petitions of Accused witches from Salem witch trial in 1692 | | |
| 7. Native Californian ceremonial baskets from the early 18 th century | | |

The students must differentiate between facts and interpretations. Historians create stories that explain the past. They need to describe the facts—that is, what happened in the past as well who participated and where events occurred. But historians must also interpret how and why events or changes happened. History is therefore not just a recitation of facts. Rather, secondary sources offer readers a combination of facts and interpretations: (1) A fact indicates what happened, who was involved, and when it occurred (for example, the American colonies declared independence from Britain in 1776). (2) An interpretation explains how or why something happened (for example, colonists declared independence *because* they objected to British taxes, *because* they wanted to expand West, etc...) A good way to detect an interpretation is to consider whether you can think of a

counterargument (that is, an explanation that would argue the opposite).

The table below lists both facts and interpretations that a teacher researching the New World might find in either a primary or a secondary source. As you read each sentence, (1) Circle the word(s) or phrase that you think is most important, (2) Decide whether each sentence is a fact or an interpretation, (3) Fact: is the sentence only telling you what, who, when?, (4) Interpretation: is the sentence telling you how or why? And (5) Very briefly, explain your answer.

| Research Finding: | Key Words: | Fact or Interpretation? | Briefly explain your answer. |
|--|--------------------|-------------------------|---|
| 1. English colonists established the settlement at Jamestown in 1607. | <i>established</i> | <i>fact</i> | This sentence explains what happened (settlement) and when (1607) |
| 2. European colonists gained control of the New World through conquest. | | | |
| 3. Race-based slavery was introduced to the British colonies in about 1619 and became institutionalized over the course of the 17 th century. | | | |
| 4. The period between 1492 and 1750 should be understood as a process of mutual discovery, not conquest. | | | |

Perspective

We all know that two people can have a different view of the same event. The table below lists three types of people who might have lived in Virginia during the 17th century. Write a sentence or two explaining what the “New World” meant to each person. How might an Algonquin Indian chief, an African-born female slave, and a male English colonist have a different perspective (or point of view on the New World?)

| <i>Identity</i> | <i>Perspective on the New World</i> |
|---------------------------|-------------------------------------|
| Algonquin Indian Chief | |
| English colonist | |
| African-born female slave | |

Bias

A bias is a prejudice or a tendency to see something in a particular way. As you saw in the previous exercise, the discovery of the New World held different meanings to different groups of people. When historians conduct research, they often find that their sources disagree with one another. Sources have a bias: an opinion about whether something is good or bad that influences how a person or culture believes something should be dealt with. Factors like a person’s race, class, gender, age,

or regional locale can create a bias and influence a person’s account of events. Therefore, historians need to look at sources carefully and ask critical questions about them. The 6Cs offers one method of analysis.

The Slavery

This lesson puts equal emphasis on the history of the Trans-Atlantic Slave Trade and on the craft of forming historical arguments. Students are asked to read recent work from a leading historian of slavery. The author clearly presents a slave trade set against different and competing economies, nations, and technologies, but he draws on little primary source material, opening the door for students to locate opportunities to plug in original research they can do with the database. Then the class is prepared to have a productive discussion about what kinds of claims are harder to defend than others and why some types of evidence are more convincing than others.

The students will be able to use inductive reasoning to evaluate historical arguments, draw conclusions about the strength of different types of historical evidence, and develop a deeper understanding of the slave trade as terrain contested by diverse groups within the populations of Africa, Europe, and the Americas with different outcomes in different regions and at different times

Activities/Procedures will be as follow: (1) Assign students chapter 5, “The Atlantic Slave System: Brazil and the Caribbean,” from David Brion Davis’s *Inhuman Bondage: The Rise and Fall of Slavery in the New World*. Tell them to pay close attention to his overview of the chronology and fluctuation in strength of the colonial presence in the western hemisphere. (2) Have them independently (as homework or in class) take notes on the changes in the slave trade. Alternately (or in addition), the class could make a timeline charting the fluctuations of colonial involvement in the slave trade. (3) Divide the class into pairs and tell them to design questions to test Davis’s narrative. For instance, Davis writes on page 103, “In the mid-to-late 1500s the Portuguese gradually transferred the system of sugar plantations worked by slaves from their Atlantic islands such as Madeira, São Tomé, and Príncipe to northeastern Brazil.” Students might phrase a correlated question, “Do fewer Portuguese slave ships land in those islands ports and more arrive in Brazil in 1600 than in 1550?” (4) Have the students look at search options on the database and design search queries based on the questions they came up with. (5) As the student conduct these searches, they should record their findings in journals, noting not only where the search results correspond to or contradict Davis’s story, but also the different types of search queries they used to investigate each claim Davis makes,

and places where they had difficulty deciding on an effective search.

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METHOD CONTENT LECTURES STRENGTHENING ENTREPRENEURSHIP IN THINKING AND ACTING

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ABSTRACT

Department of Educational Technology (TEP) Faculty of Education (FIP) University of Malang (UM) need to adopt a charge of entrepreneurial learning in the eyes of college. The development of these learning needs to be done to improve the ability of students in entrepreneurship by strengthening believed themselves in thought and action by using. teaching model developed for the course Development of Audio Radio learning is based on the idea Ausubel about the lecture material, cognitive structure, receptions active learning, and advance organizer who skewering and reliable.

Keywords: *lectures, entrepreneurship, thinking, action.*

The curriculum structure Technology Department of Education (TEP) Faculty of Education (FIP) University of Malang (UM) need to adopt a charge of entrepreneurial learning in courses. This is because the number of courses mandatory 1 3 6 credits and courses selection of 12 credits. Courses required 136 credits consist of six components , namely MPK, MKF, MKK, MKB, MBB (including MPKKN), and MPB and courses 12 credits selection of components is MKB 2. With the number of these entrepreneurial courses may not be included in the curriculum of lectures UM Department of TEP FIP. the total number of 148 credits a course load that fall bazaar and close to maximum for the size of S-1. So for now, it takes courage to integrate entrepreneurship into existing courses.

Ability student of TEP FIP UM in 2010 to 2011 in the field of entrepreneurship is still relatively minimal. In 2010 indicators taken from the " List Title Proposal for participants Entrepreneurship Program, State University of Malang Year 2010 Declared Eligible Funded", as in annex 4, students TEP only 3% to 1 proposal. In the knowledge 2011 indicator is taken from " The List of Participants Student Entrepreneurial Program (PMW), State University of Malang Year 2011 Type Proposal Individual" in Annex 5 decreased to 2% even though the quantity is funded increases to 3 proposal. So the entrepreneurial abilities of students TEP FIP UM cannot be the benchmark of student competency.

Breakthrough implantation of entrepreneurship needs to be done on courses-courses types Courses Skills Working or MKB both MKB 1 (courses required) and MKB 2 (courses selection). Courses Management Information System is courses MKB 1 that are providing knowledge and skills to students, so

expect by taking the courses TEP student of Faculty of Education, University of Malang have knowledge and skills in designing and creating and managing Information Systems as a learning medium.

Entrepreneurial aspects put forward by Arismunandar (2011) revealed that the essence of career development in the field of entrepreneurship should begin with the provision of entrepreneurial skills gained from the educational process. In the world of work or effort, partly rather than young workers, especially those who enter the workforce without the skills and interpret the work solely as a 'task' and serves as a lifeline, not as a career can be explored and developed. Instead, they were spirited entrepreneur, has the ability to design their own development of their careers, by doing an internship in order to master certain skills, experimenting, and doing the learning independently. The foundation describes an idea of thinking need their self-confidence of students majoring in TEP FIP UM to start thinking and acting entrepreneurial in every courses. To courses has meaning for students TEP FIP UM.

Courses Development Audio Learning is courses involving elements of cognitive, affective and psychomotor student. To support the success courses Development Audio Learning students must be provided with much experience as possible, so technically courses have a little time in learning theoretically. The technical aspects of information systems are a very important element in this courses, so that students are able to experiment, explore information. Production information system is related elements such as media information transfer information system on media presentation.

Judging from kewairausahaan element, success courses Development Audio Learning in general depends kepiwaaian aspects of the individual (in this case the students) to influence

the users (in the lecture is represented by fellow students and professors). This reinforces the need to strengthen entrepreneurship in students. Proximity Audio Development Learning courses with detailed kewirausahaan is the desire for someone who wants to display to the user about something and trying to convince users of the information. In Philosophical, information obtained by manipulating the data has no value and is clearly wrong .. So specifically Approaches intensive learning model to students who take on this courses be able to manage information and capable of presenting properly and systematically.

During this approach courses lecturers and students do collectively. That is the cognitive and psychomotor students are only touched upon in class meetings and lecturers during understand the learner as a homogeneous society with all the similarities good behavior, willingness, in principle, abilities and other personal aspects.

Application of Advance Organizer in courses Development Audio Learning is actually to accommodate the ideas of students, who associated with characteristics Management of objects of information. In the scenario learning later, lecturers not only perform the delivery of material, but also to manage learning resources, student and classes that use face-to-face on-line and face-to-face off-line. This is because the model advance Organizer related to the potential of the student, then in theory, this model can affect performance by helping to develop the ability of students in terms of thinking chime with action.

In general, according to Joyce, if the lecturer presents the material to the students, only a few (most of) these materials will be studied. If this material is presented with the management structure were studied may be more. If lecturers using processes that help students through the development of certain ways of thinking, then all potentials including entrepreneurship charge will be easily displayed. Therefore, if a lecturer avoid using the models of teaching that seeks to provide a certain intellectual structure and use of certain thought processes and act they can help reduce the chance of students to use the potential ability. In general, the activity of speaking (speaking), the development of one of the intellectual structure either through a presentation method or an inductive method can increase the likelihood that students will learn the structures and thought processes associated with them, and that they will keep the material stronger. Most felt their effects on students will

have the confidence that can be seen in the problem-solving behavior when students bring these structures to cope with the problems that they have not met before.

STAGE DEVELOPMENT METHOD OF LEARNING

As noted above, this study wanted aims to improve students' ability in entrepreneurship by strengthening belived themselves in thought and action based learning model with Advance Organizer then the study design was carried out through the following stages:



Stage One

The first stage consists of three activities: clarify the objectives of the lecture, presenting advance organizer, and encourage awareness of relevant knowledge.

Clarifying the purpose of the lecture is one way to get students' attention and direct them to the learning goals, both vital to facilitate meaningful learning. (Clarifying the purpose of the purpose is also important for lecturers in planning a lecture.)

Stage Two

Second, if the organizer was expository or comparative, the essential features of a concept or design should be shown and explained carefully. For this reason, lecturers and students should explore organizer such as learning tasks. That means, should reap the essential features, explain it, and provide examples. Presentation of an organizer does not have to be too long, but it must be lived (learners should be aware of it), clearly understood, and constantly dealing with material that is being implemented. it also means that learners should already be familiar with language or ideas in organizer earlier. important also illustrates organizer in the context of multiple and repeated several times, in particular relating to the new terminology or specialized language. in the end, it is important to encourage awareness of the knowledge and experience of the students previously that may be relevant to the task of learning and organizer of the ,

After the presentation organizer in the first stage, the learning material presented in the second phase in the form of lectures, discussions, films, experimentation, or reading. During the presentation, the processing of learning material needs to be made clear to the students so that they have the whole sensory cues (sense of direction) and can see the logical sequence of the material, and how the treatment was related to advance organizer.

Stage Three

Interest in the third step is to put out new learning materials into the cognitive structure of students that already exists - namely, strengthening the student cognitive processing. In the current natural teaching, some of these procedures could be included in the second phase; however, like to emphasize that the work on the back of new material is a separate teaching assignments, with the activities and skills. Ausubel identified four activities: (1)

develop integrative atonement, (2) develop active learning receptions, (3) raises a critical approach to the eye lectures, and (4) clarify.

RESULTS METHOD IN ADVANCE ORGANIZER LECTURES

Teaching model developed for the course Development of Audio Learning is based on the idea Ausubel about the lecture material, cognitive structure, learning reception is active, and the advance organizer who skewering and reliable. Models advance organizer has three stages of activity. A) The first stage is a presentation advance organizer, b) the second stage is the presentation of the learning task or learning materials, and c) the third stage is the strengthening of cognitive processing. The last stage is to examine the relationship of learning materials with ideas that exist to produce an active learning process. Summary of the structure of the teaching model of advance organizer can be seen in table 1.

Table 1. Structure Learning Model of Advance Organizer

| Stage One: Presentation Advance Organizer | Stage Two: Presentation Tasks or Material |
|---|---|
| <ul style="list-style-type: none"> - Clarify objectives lecture - Presenting organizer - Identifying characteristics conclusive - Giving an examples - Presenting contexts - Repeat. - Encourage awareness of the knowledge and experience of students | <ul style="list-style-type: none"> - Presenting material - Maintaining attention. - Clarify processing becomes. - Clarify the rules of the material learning that makes sense |
| Third Phase Strengthening Cognitive Processing | |
| <ul style="list-style-type: none"> - Using the principles of integrative reconciliation. - Advocated active learning receptions. - Generating a critical approach in the eyes of college. - Clarify. | |

Activities designed to improve the clarity and consistency of learning materials so that your ideas are lost not too much just because it caused the obscurity of each other, students should dissect these materials when they receive it by connecting learning materials barn with personal experience, cognitive structure, and a critical stance on knowledge.

There are several ways to facilitate the new material with the cognitive structure of students. Lecturers can (1) remind students about ideas (the big picture), (2) ask for a summary of the important properties of the material to new learning, (3) repeat the definitions right, (4) ask for differences among the aspects of material, and (5) asked the students to describe how learning materials to support the concept and design that is used as an organizer.

Active learning can be enhanced by (1) asking students to describe how matter barn in touch with the organizer, (2) ask students to make additional examples of the concept or design of learning materials, (3) ask students to explain verbally the essence of the material, using terminology and their own frame of reference, and (4) require students to test material from another point of view.

Critical approach to knowledge can be trained to ask students to identify assumptions or conclusions that may be made in teaching materials, expensive or challenging the assumptions and conclusions of this, and reconcile the contradictions both of them.

It is not possible or not interesting use all these techniques in a single lecture. Constraints such as time, topics, and relevance to the situation of certain learning will guide the use of this technique. However, it is also important to

remember the four objectives of this stage and techniques Special for expository teaching effective. Ideally, the initial implementation of the third stage can be discussed by faculty and students. First of all, however, teachers should respond to the needs of students for clarification several topic areas and for the integration of new materials with existing knowledge.

Basically, Ausubel provide a method to improve not only the presentation, but also the ability of students to learn from the presentation. The more often train students to actively seek treatment ideas, reconcile information with the idea, and make organizer alone (engage in the activity of inductive over reading or watch) the greater the potential students in finding the benefits of such presentation.

In this model, the lecturer must maintain control on the intellectual structure, as it is important to connect the learning materials to the organizer and help students distinguish the new material with the materials that have been studied previously. In the third stage, however, the learning situation should ideally be more interactive, the students need to be stimulated to ask questions and provide feedback. Obtaining materials that succeed will depend on the wishes of learners in integrating it with prior knowledge, through their critical abilities, presentation lecturer, and processing of such information.

Tasks Lecturers

The duties of lecturers to students is directed with the aim of clarifying the meaning of the new learning material, distinguishing the meaning of and reconcile with existing knowledge, make it relevant to the students personally, and help them improve their critical approach to knowledge. Ideally, by the way like this, students will submit their own questions in response to the determination of the meaning of what they do.

FUNCTIONS INSTRUCTION THAT REACHED

Model advance organizer is particularly useful for preparing circuit or orientation of the curriculum and train students systematically in a key notion particular field. Step by step, concepts and designs critical explained and integrated, so that at the end of teaching, learners will gain perspective on the whole fields studied.

Results obtained with an increase in students' understanding of the factual information that is associated with and is

explained by the key ideas. For example, the concept of socialization can be described repeatedly in the study of the patterns of socialization in the culture and subcultures are different. The model is thus helped broaden student knowledge about the culture.

The model can also be set up to teach the skills of learning receptions effective. Critical thinking and an overhaul of cognitive can be explained on the learner, who received the direct teaching of thinking on a regular basis and on the idea of a hierarchy of knowledge. Finally, they can apply these techniques independently the new learning material. Put another, this model can improve the effectiveness of reading and watching movies, and activities "reception" other.

Other models are also important in evaluating and applying the material presented by the advance organizer. For example, the model advance organizer, after introducing new material in ways deductive presentational, can proceed with the activities of the discovery of the concept of inductive to strengthen the material or informal acquisition can evaluate students on the material.

STRENGTHENING OF ENTREPRENEURSHIP IN THE COURSE

Entrepreneurship education in higher education need to establish rationale that fit the criteria to be achieved. University as a facilitator to foster an entrepreneurial culture. The University has a strong focus on entrepreneurial culture and disseminate it to all students both on business programs, as well as nonbusiness. Therefore students of disciplines such as engineering, art and design, education, science, tourism, and others also have the opportunity to entrepreneurship in accordance with their respective expertise. University as a mediator for the mastery of entrepreneurial skills. Students entrepreneurs who pursue careers through entrepreneurial activities equipped with a set of skills that can help them identify the right business idea as well as providing them with a practical approach to entrepreneurship, for example in the form of cooperative student.

Implementation of Entrepreneurial Program for students. Universities can organize courses or training entrepreneurship as a complement to the lecture programs common to all students, or organizing entrepreneurship program integrated which are specifically designed for a group of students who have a high interest in entrepreneurship. In some universities the program has conducted through the Student entrepreneurial Program (PMW) .University as a locomotive of regional business development. a strong focus on entrepreneurship will encourage universities to network with various stakeholders who focus on entrepreneurship. Universities can also facilitate

the design of regional policies and the development of infrastructure to support the development of entrepreneurship in society.

CONCLUSION

Strengthening believed themselves in thought and action can be done by using model Advance Organizer. The learning activities result in several things, among others: 1) Integrating entrepreneurship into courses Audio Development Learning through models of Advance Organizer. 2) Implement a model Advance Organizer to increase student confidence in thinking and acting in entrepreneurship in the corridor courses Audio Learning Development. 3) This research was conducted in order to empower potential and resources existing learning at the Department of TEP FIP State University of Malang, including servers, workstations and LAN system using the system SAPPROL

For lecturers can be used to draw upload learning to TEP FIP UM Department Website for use by students. In this way the interaction between professors and students not only in the classroom as a lecturer easily present the learning material to students participating in his courses. In addition, teachers can access teaching materials from sites other lecturers, so it can easily do collaborations with other faculty in the development of teaching materials.

Students no longer need to wait a lecturer in the following courses were cultivated because all materials have been provided (be uploaded) on the computer (Web-site lecturer). Learning this way allows students to easily manipulate their own teaching materials that want presented by lecturers.

Department of Educational Technology (TEP) Faculty of Education, University of Malang (UM) has committed to continue to develop its services. This commitment is demonstrated through the provision of LAN and installation of Web-site laboratory to be used as an access to all information for both faculty and students. Through empowerment all facilities available at the laboratory in turn will support the department in the execution of its programs, including the provision of learning through e-learning. In addition, the learning process through e-learning this will facilitate the Department in controlling the activity academic, lecturing and presenting related subjects.

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LEARNING MODEL DEVELOPMENT IN MULTICULTURAL EDUCATION THROUGH SCIENTIFIC APPROACH BASED ON VALUE INQUIRY

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ABSTRACT

Long term objective of this research is to gather a learning model that could improving multicultural education competency through scientific approach for elementary school student. The special purpose is to find a right learning model in integrated curriculum that could increasing attitude competency of student with 5 step activity : (a) observing, (b) questioning (c) associating (d) experimenting (e) communicating. Development model from Borg and Gall like : (1) introduction study, (2) model development (3) model of test. Discussion about the research (1) development of learning model through 5 scientific approach activity (2) multicultural learning model development with KI/KD function development (3) lesson plan development (4) lesson step development process (5) teacher perception about learning model development of multicultural education. Result of the research (1) with scientific approach that bring student to doing, feeling, proving, communicating about topic not only just memorizing. (2) learning activity of student are proving an improvement of problem solving ability in group. (3) student creativity show improvement of their learning style not only to memorize and document the topic, but also they can observing, identifying, analyzing, comparing, and proving (4) build enjoyable team work. It result have been recorded in CD of learning that consist learning strategy in integrated curriculum through scientific approach based on value inquiry.

Key word: multicultural education, integrated curriculum, scientific approach

The applicataion of curriculum 2013 that focus on scientific approach having significant transformation. All the subject of matter has being integrated with the other subject of matter. It doesnt have standard of quality (*standar kompetensi*) again anymore but the learning process is accentuated to the point of competency (*kompetensi inti*) and the base of competency (*kompetensi dasar*). There are three main design of curriculum 2013 development: attitude, knowledge development, and skill development (Sani, 2014)

The principle of arrangement it curriculum is based on chapter 36 national law number 22 in 2003 that declared as below: The arrangement of curriculum have to consider with the improvement of religious value, an improvement of right values. Increasing of potency and student interest, diversity in local heritage and it environment, demand of developing the nation program among region, demand of work field, developing of knowledge and technology, art, religion, global development issue and national law and national values (Ridwan, 2014).

Objective of learning process is adapted with national curriculum purpose that being listed in chapter 3 of national law number 20 in 2003, that declare as below: The developing of student potency to be religious person, having good moral, healthy, smart, capability, creative,

be autonomous and be democratic and responsible civilian.(kemendikbud, 2013)

The main problem in this research is to develop integrated curriculum learning process through scientific approach with making a lesson plan and run it in elementary school. To evaluate the program it need a right validation instrument and then it result is use for describing about the effect from learning activity to student.

The research according to information from department of education in Blitar region, it been chosen that grade IV in elementary school as the subject of it research. Because it grade in 2013 – 2015 education period has used curriculum 2013 for 4 semester and based on it the teachers are expected to be ready when applied in this curriculum. Especially implementing of integrated curriculum through scientific approach based on value inquiry.

METHOD

Descriptive qualitative is using as strategic to design this research that the model of this research development is using Borg And Gall model (modification from Sukmadinata) there are four step in this research: (1) introduction preview, (2) field orientation, (3) model development, (4) model of test. (Sukmadinata, 2009).

First chapter is introduction preview. It step is the back ground of this research because in this step there are three step to do: (1) first, literature review, (2) second field orientation, (3) third making draft

model for the research. And then developing learning model test with limited subject observation for 4 school and continue to 15 schools as whole subject that use national curriculum.

The subject of it research is the teacher of elementary school that being the pioneer of curriculum 2013 implementation in Blitar, east java regions. Sampling activity is randomly technique for choosing the elementary school that have been used the curriculum 2013 for 3 semester. And have been chose 15 school as subject in Blitar regency in east java province.

Information about integrated curriculum learning model through scientific approach based on value inquiry are gathering by: (1) observation, (2) questioner (3) documentation.

Instrument for gathering information are: teacher performance test, teacher questioner, interview guide. Information were gathered will be analyzing by descriptive and percentage.

RESULT AND DISCUSSION

Result

Limited subject test for 4 school below SD Tangkil 1, SD Nglegok, SD Kalipang 1 and SD Resapombo. Questioner that used are discussed about: (1) development of integrated curriculum learning model through scientific approach based on value inquiry (2) formulated lesson plan development (3) learning step development for integrated curriculum based on value inquiry in elementary school student. (4) teacher perception about integrated curriculum learning model based on value inquiry.

From information analyzing we can conclude that: *first*: (a) integrated curriculum learning activity through scientific approach based on value inquiry implementation, 6 respondent has a very good category (40%); 9 respondent has a good category (60%); (b) implementation of an integrated curriculum learning activity through scientific approach based on value inquiry, 3 respondent has very good category (50%), 12 respondent has good category (60%); (c) integrated curriculum learning activity through scientific approach in every theme / sub theme activity, 10 respondent has very good category (66,60%), 5 respondent has good category (33,33%).

Second: (a) integrated curriculum learning activity through observation activity, 7 respondent has a very good category (46,66%) 8 respondent has a good category (53,33%); (b) implementation of an integrated curriculum learning activity through scientific approach based on questioned activity, 3 respondent has very good category (20%), 12 respondent has good category (80%); (c) integrated curriculum

learning activity through scientific approach based on association activity. 3 respondent has very good category (20%), 12 respondent has good category (80%), 1 respondent have enough category (7,14%); (d). networking activity, 3 respondent has very good category (20%), 12 respondent has a good category (80%).

Third: (a) formalizing *kompetensi dasar* (KD) be indicator of qualification (KI1,KI2,KI3,KI4), 6 respondent has very good category (40%), 9 respondent has good category (60%) (b) developing lesson source activity, 6 respondent has very good category (40%), 9 respondent has a good category (60%), (c) lesson strategic development, 4 respondent has very good category (26,66%), 10 respondent has good category (66,66%); 1 respondent have enough category (6,66%) (d) lesson scenario planning activity, 5 respondent has very good category (33,33%),10 respondent has good category(66,66%); (e) class management, 6 respondent has very good category (40%), 9 respondent has good category (60%); (f) evaluation procedure planning, 5 respondent has very good category, (33,33%), 9 respondent has good category (66,66%), 1 respondent have enough category (6,66%); (g) presenting lesson plan document, 5 respondent has very good category (33,33%), 9 respondent has good category (66,66%) 1 respondent have enough category (6,66%).

Fourth: about integrated curriculum learning process based on value inquiry through scientific approach lesson step observation we can conclude as below: (a) directing, guiding, penetrating, understanding problem to developing student attitude and deducing activity in learning process, 5 respondent has good category (33,33%), 10 respondent has very good category (66,66%), (b) motivating, and rewarding student activity to find a right value about the problem in learning process, 3 respondent has very good category (20%), 12 respondent has good category (80%), (c) motivating student to identify about right value from student and teacher learning activity, 4 respondent has very good category (26,66%), 10 respondent has good category (66,66%), 1 respondent have enough category (6,66%) (d) discovering activity about conflict value by student, 3 respondent has very good category(20%), 12 respondent has good category. (80%), 1 respondent have enough category (7,14%); (e) motivating and rewarding the student in hypothesis making 2 respondent has very good category (13,33%) 11 respondent has good category (73,33%), 1 respondent has enough category (24,42%); (f) Penetrate the student to evaluate their hypothesis, 2 respondent has very good category (13,33%), 12 respondent has good category (80%), 1 respondent have enough category (6,66%), (g) Help student to find a right value from the problem 3 respondent has very good category

(20%), 11 respondent has good category (73,33%), 1 respondent have enough category (6,66%) (h) Directing the student to find relevant reason about it value, 2 respondent has very good category (13,33%), 12 respondent has good condition (80%) and 1 respondent has less category (6,66%).

Fifth: according to data analyzing about teacher perception about integrated curriculum learning process through scientific approach based on value inquiry process. The result show as: (a) Integrated curriculum learning process based on value inquiry development problem: model development step; 7 respondent has very good category (50%), 5 respondent has good category (35,71%), 2 respondent has less category (14,28%) (b) Integrated curriculum implementation using learning step and learning model 1 respondent have very good category (6,66%), 11 respondent has a good category (73,33%), 2 respondent has enough category (13,33%), 1 respondent have less category (6,66%); (c) teacher understand about value inquiry 3 respondent has very good category (20%), 11 respondent has good category (73,33%) 1 respondent have enough category (6,66%); (d) demand of value inquiry model development 5 respondent have very good category (33,33%), 9 respondent has good category (60%), 1 respondent have enough category (6,66%); (e) demand of inquiry model socialization 4 respondent has very good category (26,66%), 11 respondent has good category (73,33%).

RESULT AND DISCUSSION

An integrated curriculum learning activity through scientific approach development

Study based on information in the research reviewed from function implementation the research in elementary school show the result as below: the highest percentage of very good category (60%) and followed by good category (40%), from it result we can conclude that teacher capability to developing integrated curriculum learning model trough scientific approach based on value inquiry in curriculum 2013 is in good category because the conditions are very good category 85%-100% (Suparno, 2009).

Integrated curriculum learning process through scientific approach purpose in model development implementation has the highest percentage of good category (80%), next level is in very good category (20%), from it result we can conclude that teacher capability to developing integrated curriculum learning model trough scientific approach based on value inquiry in curriculum 2013 is in good category

because the conditions are very good category 85% - 100% (Suparno, 2009).

Scientific approach development in each theme / sub theme in each lesson has the highest percentage in very good category (66,66%), follow by good category (33,33%). from it result we can conclude that teacher capability to developing integrated curriculum learning model trough scientific approach based on value inquiry in curriculum 2013 is in good category because the conditions are very good category 85%- 100% (Suparno, 2009)

According to the result of the research about "multicultural education development through scientific approach based on value inquiry it show successfully from: (1) observing (2) questioning (3) experimenting (4) associating (5) networking. All indicator above are showing 4 scale (very good) and 3 scale (good).

Multicultural Education Development Through Scientific Approach Based On Value Inquiry

Observation activity in Scientific approach learning process implementation are having the highest in very good category (46,66%), and good category (53,33%). From the information above we can conclude that teacher capability to developing scientific approach in curriculum 2013 is in good category because the conditions are between good and very good category 85% - 100% (Suparno, 2009).

Questioned approach in the learning process implementations are including in good category (80%) and very good category (20%). From the information above we can conclude that teacher capability to developing questioning approach in curriculum 2013 is in good category because the conditions are between good and very good category 85% - 100% (Suparno, 2009).

Experiment approach in the learning process implementations are the highest percentage in good category (66,66%) and very good category (26,66%) and enough category (6,66%). From the information above we can conclude that teacher capability to developing experimenting approach in curriculum 2013 is in good category because the conditions are between good and very good category 85% - 100% (Suparno, 2009).

Associating approach implementation has the highest percentage in good category (80%), very good category (20%). From the information above we can conclude that teacher capability to developing associating approach in curriculum 2013 is in good category because the conditions are between good and very good category 85% - 100% (suparno, 2009).

Networking ability in learning process implementation has the highest percentage in good category (20%) and very good category (80%).

From the information above we can conclude that teacher capability to developing networking approach in curriculum 2013 is in good category because the conditions are between good and very good category 85%- 100% (suparno, 2009)

Lesson Plan Development and formulating

Formulating *kompetensi dasar* (KD) in learning process is in the highest percentage for very good category (60%), good category (40%); from it result we can conclude that teacher capability to formulated lesson plan in curriculum 2013, are in good and very good percentage category 85% - 100% (Suparno, 2009).

Developing and organizing lesson source are in the highest percentage of very good (20%), good category (80%) from it result we can conclude that teacher capability to formulated lesson plan in curriculum 2013, are in good and very good percentage category 85% - 100% (Suparno, 2009).

Developing learning strategy: method, model, and strategy in learning process; have the highest percentage in good category (66,66%); and very good category (26,66%) and enough category (6,66%); from it result we can conclude that teacher capability to formulated lesson plan in curriculum 2013, are in good and very good percentage category 85% - 100% (Suparno, 2009).

Formulating lesson step, time allocation, motivation and determining the type of learning process ; it have the highest percentage in very good category (33,33%), good category (66,66%), from it result we can conclude that teacher capability to formulated lesson plan in curriculum 2013, are in good and very good percentage category 85% - 100% (Suparno, 2009).

Class management have the highest percentage of good category (60%), very good category (40%). From it result we can conclude that teacher capability to formulated lesson plan in curriculum 2013, are in good and very good percentage category 85% - 100% (Suparno, 2009).

Evaluation technique lesson procedure preparing have the highest percentage of very good category (60%), good category (40%), from it result we can conclude that teacher capability to formulated lesson plan in curriculum 2013, are in good and very good percentage category 85% - 100% (Suparno, 2009).

Percentage lesson plan document have the highest percentage of y good category (60%); very good category (40%), from it result we can

conclude that teacher capability to formulated lesson plan in curriculum 2013, are in good and very good percentage category 85% - 100% (Suparno, 2009).

Learning step development in integrated curriculum through scientific approach based on value inquiry

Directing, guiding, penetrating, understanding problem to developing student attitude and deducing activity in learning process have the highest percentage of good category (66,66%) and very good category (33,33%), from it result we can conclude that teacher capability to formulated lesson plan in curriculum 2013, are in good and very good percentage category 85% - 100% (Suparno, 2009).

Motivating, and rewarding student activity to find a right value about the problem in learning process have the highest percentage of good category (80 %), very good category (20%), from it result we can conclude that teacher capability to formulated lesson plan in curriculum 2013, are in good and very good percentage category 85% - 100% (Suparno, 2009).

Discovering activity about conflict value by student have the highest percentage of good category (66,66%) and very good category (26,66%) and enough category (6,66%), from it result we can conclude that teacher capability to formulated lesson plan in curriculum 2013, are in good and very good percentage category 85% - 100% (Suparno, 2009).

Motivating and rewarding the student in hypothesise making have the highest percentage of very good category (80%), good category (20%), from it result we can conclude that teacher capability to formulated lesson plan in curriculum 2013, are in good and very good percentage category 85% - 100% (Suparno, 2009).;

Penetrate the student to evaluate their hypothesis have the highest percentage of good category (66,66%) very good category (13,33%) and enough category (6,66%), from it result we can conclude that teacher capability to formulated lesson plan in curriculum 2013, are in good and very good percentage category 85% - 100% (Suparno, 2009).

Help student to find a right value from the problem have the highest percentage of very good category (80%), good category (20%), from it result we can conclude that teacher capability to formulated lesson plan in curriculum 2013, are in good and very good percentage category 85% - 100% (Suparno, 2009).

Directing the student to find relevant reason about it value have the highest percentage of good category (80%) very good category (20%), from it result we can conclude that teacher capability to

formulated lesson plan in curriculum 2013, are in good and very good percentage category 85% - 100% (Suparno, 2009).

Teacher perception about integrated curriculum learning model through scientific approach based on value inquiry

Integrated curriculum learning process based on value inquiry development problem: model development step have the highest percentage of good category (66,66%) and very good category (27,68%) and enough category (6,66%), from it result we can conclude that teacher ability to understand about inquiry model is in good category it cause the percentage between 85 % – 100 % (Suparno, 2009)

Integrated curriculum implementation using model and development step have the highest percentage of good category (66,66%) and enough category (13,33%), less category (6,66%); from it result we can conclude that teacher ability to understand about inquiry model is in enough category it cause the percentage between 85 % – 100 % (Suparno, 2009).

Integrated curriculum with Value inquiry model teacher perception have the highest percentage of good category (73,33%) and very good category (20%), and enough category (6,66%). from it result we can conclude that teacher ability to understand about inquiry model is in enough category it cause the percentage between 85 % – 100 % (Suparno, 2009).

Integrated curriculum learning process based on value inquiry development have the highest percentage of good category (60%), very good category (33,33%) and enough category (6,66%); from it result we can conclude that teacher ability to understand about inquiry model is in very good category it cause the percentage between 71 % – 76 % (Suparno, 2009).

Integrated curriculum learning process development using guidance book have the highest percentage of good category (73,33%) and very good category (14,28 %), from it result we can conclude that teacher ability to understand about inquiry model is in good category it cause the percentage between 85 % – 100 % (Suparno, 2009)

CONCLUSION AND RECOMENDATION

Conclusion

Based on the problem, aim, and result of the research and the discussion result it can conclude that the observation of second year of research had few result as below: lesson plan of

integrated curriculum learning process based on value inquiry through scientific approach which have high validation to reach the objective of the learning activity in the class.

All of the result which have been not detailed above will be recorded in CD of learning and teacher guidance book that contributed to the real implementation of integrated curriculum learning process based on value inquiry through scientific approach to increasing a quality of integrated curriculum learning process itself.

This development research also produce about the model of learning strategic (observing, questioning, experimenting, associating, networking) and value inquiry oriented model like planning, retrieving, processing, creating, sharing, evaluating.

The model of learning above has been tested in integrated curriculum learning process development according to theme/sub theme in elementary school especially in grade IV. And all of it produce validation result on CD of learning

Recommendation

The result of the research show that all the model of learning strategy in elementary school developing program are valid as theoretical aspect and can put into practice in learning process and effectively reached to aim of study. So it advised to the teacher in elementary school to have ability for implementing strategic model on this research in the teaching and learning process at school. Especially for integrated curriculum learning process.

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COMMITMENT OF TEACHERS AND PROFESSIONALISM

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ABSTRACT

This study aims to determine the level of employment of teachers with the ability to work motivation, organizational culture, job satisfaction and self efficacy SD Islamic Al Azhar in Jabodetabek. Research using quantitative descriptive method. Analysis of data using path analysis. Data collection through questionnaires by the teacher. Sources of data obtained through respondent data, photos and scores the results of the questionnaire. The results of this study indicate, commitment of teachers affected by job motivation, organizational culture, job satisfaction and self efficacy.

Keywords: *commitment, teacher, professionalism.*

The reality of education still remains problematic. It is seen from the observation UNICEF in 2008 stating that the emerging challenges in education is teacher qualifications, effective teaching methods, school management, and community involvement in education. Data from the United National Development Project (UNDP) in 2012 stated that the quality of Indonesian human resources was ranked 108, compared with Brunei to-30, Singapore 12, Malaysia 62, Thailand 89th and Sri Lanka 75th, these data show that the quality of education in Indonesia is still low. It is supported by the results of research conducted by Center for Data and Information Education, Research and Development, Ministry of National Education in 2011 which found that the percentage of teachers eligible under the occupation are as follows: 65.29% Senior High School teacher; Private high school teacher 64.73%; teachers SMK 55.49%; Private vocational teachers 60.99%; State school teachers 54.12%; Private school teachers 60.99%; public school teachers 26.83% and 28.94% Private primary school teachers. This finding marks the overall average teachers, ranging from elementary school teacher, junior high and high average of 52.17% was not professional and not eligible to become a teacher.

Therefore, the quality of education needs to be improved by increasing the ability of teachers in performing their duties as a teacher. The teacher's task will not run properly without considering the factors that influence the success of teachers in performing the task.

The ability of teachers to work motivation, organizational culture, job satisfaction, self efficacy has been linked with work commitments. Thus needs to be reviewed so that the interested parties, in this case the board of trustees may reconsider aspects which need

to be improved so that the higher the teachers' commitment in achieving the organization's objectives in this school.

METHOD

This research uses descriptive quantitative approach, with the survey method with the approach path analysis (path analysis). This study will examine or analyze the relationship between the variables, and measure the effect of one variable to another variable. Variables studied comprised five, namely: (1) work motivation (X1), (2) Cultural Organization (X2), (3) Job Satisfaction (X3), (4) Self Efficacy (X4) and (5) Commitment to Work (X5). Data was collected using questionnaires filled out by respondents consisted of teachers. Assessment is done by using a rating scale (rating scale), to assess the Al Azhar Islamic elementary school teachers from Jabodetabek sampled in this study. Questionnaires to respondents used to obtain data regarding the ability of employee motivation, organizational culture, job satisfaction, self-efficacy and work commitments

In analyzing the data used descriptive analysis and inferential analysis. Descriptive analysis was conducted to see an overview of the data from each study variable indicated by the mean, median, mode, frequency and histogram distribution list. The inferential analysis used to test the hypothesis put on the path analysis (path Analysis), preceded by a test for normality and homogeneity of variance. After that, also calculated the effect of directly or indirectly between the independent variables on the dependent variable. Values influence coefficient can be seen from the track. In connection with that, the stages of data analysis are: 1) The descriptive statistics, 2) testing requirements analysis, and 3) testing the hypothesis.

RESULTS AND DISCUSSION

In order to define some variables descriptive statistics measured or observed in the study used a description of the research data. Some descriptive statistics presented include: the size of the concentration and size distribution data. Measures of central tendency of data, include: the average value is calculated, the mode and media. While the size of data dissemination, include: range or the range and standard deviation of the data. In addition to sharing some descriptive statistics, this section also presents data research variables in a frequency distribution table and graph groups.

The variables measured or observed in this study, divided into two groups of variables, namely: endogenous and exogenous variables. Endogenous variables are variables whose values are determined in accordance with the system studied theoretical model in the study. Endogenous variable in this study is a Work Commitment (X5). Furthermore, exogenous variables are variables whose values are not specified in the system, but outside the systems being studied. These exogenous variables determine the value of endogenous variables. Exogenous variables in this study, include: work motivation (X1), Cultural Organization (X2), job satisfaction (X3), and Self Efficacy (X4). Among the exogenous variables there are two variables, namely job satisfaction variable (X3), and Self Efficacy (X4) were categorized as intermediate variable. This is because variables X3 and X4 in addition to determining the value of the variable X5, but is also influenced by variables X1 and X2. Exposure some descriptive statistics starting from X5 then continued on variables X1, X2, X3 and X4.

Based on the calculations and hypothesis testing paths can be interpreted major direct and indirect influence of each exogenous variables on endogenous. Interpretation of the direct and indirect effects of any exogenous variables on exogenous variables described in the following sections: 1) The direct effect of work motivation (X1) to job satisfaction (X3) is 0.006. Meanwhile, the indirect effect, ie the effect of working motivation through organizational culture is $0.006 \times 0.330 = 0.002$. The total effect of work motivation on job satisfaction is equal to 0.008.

Besides an effect on an individual basis, the exogenous variables, namely X1 and X2 shows the influence jointly against endogenous variables, namely job satisfaction (X3). Effect of exogenous variables on the endogenous variables simultaneously obtained from the product of the coefficient of determination on the substructure-1 with 100%, ie by 6%. As

already noted, in addition to the effect by both exogenous variables, job satisfaction is also influenced by other variables. The influence of other variables on job satisfaction obtained from the quadratic coefficient times the influence of other variables in the path of the substructure-1 with 100%. The influence of other variables on job satisfaction is 99.2%. 2) The direct effect of work motivation (X1) to self-efficacy (X4) is equal to 0.232. Meanwhile, the indirect effect, ie the effect of working motivation through organizational culture is equal to $0.232 \times 0.525 = 0.122$. Total influence motivation to work toward self-efficacy is equal to 0.787. Besides an effect on an individual basis, the exogenous variables, namely X1 and X2 shows the influence jointly against endogenous variable, ie self efficacy (X4). Effect of exogenous variables on the endogenous variables simultaneously obtained from the product of the coefficient of determination on the substructure-2 by 100%, amounting to 78.7%.

As already noted, in addition to the effect by both exogenous variables, self-efficacy is also influenced by other variables. The influence of other variables on job satisfaction obtained from the quadratic coefficient times the influence of other variables in the path of the substructure-2 with a 100%. The influence of other variables on job satisfaction is 21.3%. 3) The direct effect of work motivation (X1) to work commitments (X5) is equal to 0.167. Meanwhile, the indirect effect, ie the effect of working motivation through organizational culture is equal to 0.063, with job satisfaction (X3) is approximately 0.048, and through self-efficacy is equal to 0.095. The total effect of work motivation on commitments amounted to 0.0006. The direct effect of cultural organization with (X1) to work commitments (X5) is equal to 0.379. Meanwhile, the indirect effect, ie the influence of organizational culture through work motivation is equal to 0.063 through job satisfaction (X3) is approximately 0.109, and through self-efficacy is equal to 0.216. Total influence of organizational culture on commitments amounted to 0.0005. Besides an effect on an individual basis, the exogenous variables, namely X1, X2, X3 and X4 shows the influence jointly against endogenous variable, ie work commitments (X5). Effect of exogenous variables on the endogenous variables simultaneously obtained from the product of the coefficient of determination on the substructure-3 with 100%, ie by 0.5%.

Results of a study of all the proposed hypothesis is described as follows: *First*, work Motivation significantly direct effect on job satisfaction. In the daily life of a person before motivated teachers will be preceded by a motive in him. Compliance with the requirement of motivation is not inevitable for all teachers because

if motivation met with both job satisfaction and will appear on the next turn will have an impact on his sobriety. Motivation can be financial and non-financial impact on job satisfaction (Grund and Sliwka, 2001). It is reasonable for a person to meet the needs of life will not be released to the needs of intrinsic and extrinsic.

Work motivation is needed in increasing passion and morale. Those who have a high motivation to be more excited and passionate in doing his job, so the work satisfaction will also tend to be high. Wright and Pandey (2005) states that in work that is done an employee, an emotional bond and loyalty becomes very important motivational factor, so as to bind employees to keep working in the organization. Kartika and Kaihatu (2010) in his study of 72 employees Pakuwon Food Festival states that motivation positive effect on employee job satisfaction. Brahmasari (2008), in his study of all employees of PT. Pei Hai International wiratama Indonesia in Surabaya and Jombang number of 1,737 people also found that motivation positive effect on employee job satisfaction. From this exposure, the findings of this study support previous empirical studies.

Second, Organizational Culture significantly direct effect on job satisfaction. This result coincides with findings Ida Ayu and Agus Suprayetno (2008) which prove that organizational culture positive and significant effect on employee job satisfaction, meaning that the organizational culture is a concept that can be used as a means to measure the suitability of the organization's goals, strategy and organization duties, as well as the resulting impact, because without a valid and reliable measure of the critical aspects of the culture of the organization, a statement about the impact of culture on employee satisfaction and company performance will continue based on speculation, personal observations and case studies. Kotter and Heskett in Sunarso (2009) revealed that a strong organizational culture would trigger employees to think, behave, and act in accordance with the values of the organization. Correspondence between the culture of the organization with member organizations that support it will lead to job satisfaction, thus encouraging employees to improve performance for the better, that stays on one company and a career in the long term. Therefore, a strong organizational culture is required by every organization that job satisfaction and improved employee performance that will improve overall organizational performance.

Third, Work Motivation significantly direct effect on Self Efficacy. These results are

consistent with the study of Mary and Glyn (1996) which states that motivation is a significant predictor of self-efficacy.

Fourth, Work Motivation significantly affect directly the Work Commitment. These results were also confirmed by Fannida Ifani Princess (2014) that the factor of motivation is the power of motion that includes impulse, reason and volition arising within oneself that caused him to do something, for example, an employee who receives a salary, remuneration in accordance with the educational qualifications of its , it will increase its commitment.

Fifth, Organizational Culture significantly affect directly the Work Commitment. The higher the culture of the organization will have a significant impact on increasing teachers' commitment to the organization. The results of the increased commitment organsiasi ultimately lead to improvements in staff performance. The study's findings are in line with a previous study conducted by Ahmad Mubarak and Susetyo Darmanto (2015) which explains that organizational culture positive and significant impact on work commitment. The findings of this study describes efforts to increase teacher commitment can be taken to foster a culture of the organization, namely the relative strength of an individual's identification and involvement in special organization, including trust, support for the goals and values of the organization and a strong desire to use the effort earnest for the benefit of the organization and a strong will to maintain membership in the organization. It is as described by Robbins (2006), the commitment organsiasi is a situation where an employee in favor of a particular organization and purpose - its purpose and intends to maintain membership in the organization. This has an impact when a teacher is facing the conditions will be an option in the external environment, the teacher will tend mindset as the company where he worked and implicitly would show his hand on excellence - excellence company where he works. Another implication is a teacher would feel a responsibility to develop the company and do capacity development of people at subordinate. The results of this study explain that to increase employee commitment within the organization, can be reached by improving cognitive framework (cognitive framework) organization that includes the attitudes, values, norms of behavior and expectations that members of the organization donated.

Sixth, Job Satisfaction significantly affect directly the Work Commitment. These results are also consistent with studies conducted by Sukanti and Djazari (2010) which states that job satisfaction affect job commitment by 41.90%. Ronald (2007) in Sukanti also cited for building work commitments, leaders need to pay attention to the

satisfaction of the teacher, so the teacher will be more concentration on the job and not a lot of time and effort to solve the problems of dissatisfaction, but for the sake of work.

Seventh, Self Efficacy significantly affect directly the Work Commitment. The results of this study are also consistent with studies Theodore Coladarci (2010) which mentions self-efficacy is one prediktot significant increase in teachers' work commitments.

CONCLUSIONS

Based on the findings and data analysis has been done that motivation positive direct effect on job commitment, meaning that high motivation can improve work commitments; work motivation positive direct effect on job satisfaction means that high motivation can increase job satisfaction of teachers; school culture positive direct effect on job commitment, meaning a school culture that can improve work commitments; school culture positive direct effect on job satisfaction, which means a good school culture can enhance job satisfaction, work motivation positive direct effect on self-efficacy means that high motivation can improve self efficacy; school culture positive direct effect on self-efficacy, which means a good school culture can enhance self-efficacy of teachers.

The first variable and the second variable is an exogenous variable, including motivation and school culture. Job satisfaction in addition to being the first endogenous variables as well as well as exogenous third, while the fourth variable is the endogenous variables as well as exogenous fourth. While the fifth variable is an endogenous variable, ie work commitments. The findings of the research and proving the above hypothesis indicates that the motivation to work, school culture, job satisfaction and self efficacy directly influence the work commitment. From the summary of the effect of exogenous variables on endogenous variables showed that the percentage of influence motivation and school culture is greater than the percentage of influence job satisfaction and self efficacy of the commitment of teachers' work.

Job satisfaction which implies on the basis of theories as already described, namely the need for achievement, the need to relate to others, awareness of differences in income, correspondence between the output value obtained between individuals, as well as perceptions of fairness with regard to inputs and outcomes, affect direct commitment of teachers working with very significant. Besides self efficacy which implies on the basis of theories as already described, namely the experience of

success and achievement, the experience of others, verbal persuasion, physiological and psychological state, also affects the direct commitment of teachers working with very significant. In other words, work commitment of teachers in performing their duties as educators is directly affected by job satisfaction and self efficacy.

IMPLICATIONS

Based on the conclusion of the study above, then the efforts to increase the commitment to work can be done by increasing the motivation to work, school culture, job satisfaction and self efficacy, include: 1) Efforts to increase the motivation to work in order of increasing work commitments as motivation to work directly affects positively the work commitment, then the work commitment can be improved systematically and consistently through increased employee motivation by providing rewards and incentives, to develop attachments, motivated by the work itself, appreciate and recognize the accomplishments of the work, develop leadership, build inter-group cooperation, and eliminating things that are negative. 2) improving the school culture and job satisfaction in order to increase job commitment, then made fun job, pay incentive / reward honestly, provide jobs proportionally, to change the structure of the work, change the payment structure, giving a flexible work schedule, and conduct programs that support. 3) efforts to increase self-efficacy in order of increasing work commitments, then through: the successful experience that occurs repeatedly, learning through direct observation and assessment of the expertise that had also done, to find out a great effort must be expended in order to achieve expertise needed, as well as through social persuasion persuasive discussion and specific performance feedback. With regard to the teacher's ability to complete a task and assessment of psychological status you have, the teacher can improve emotional and physical abilities and reduce stress levels.

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ASSESSMENT STANDARIZATION OF SCHOOL-BASED MANAGEMENT IMPLEMENTATION RESULTS

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ABSTRACT

This article aims to the development of initial assessment model on the school-based management implementation results. It is certainly difficulty to improve the learning quality by government and school today. If the data revealed by the government is correct, so there is almost 50% of schools in all levels that do not meet the minimum educational standard. It means that there are many schools with educational service quality that are necessary to be improved. Moreover, there are many schools under the minimum standard, with certainly less optimal educational service quality. This writing is designed to create products such as assessment standardization model. Current situation show that: (1) until now, there are still no assessment standardizations of school-based management implementation results as the references to map the learning quality at school; (2) the assessment standardizations of school-based management implementation results; and (3) the initial model development of assessment standardizations of school-based management implementation results can be conducted for trial.

Keywords: *assessment standardizations, school-based management implementation results*

There might be many elements that can affect on the success of educational process, but, these elements can be summarized into two components, namely the components within individual who is learning and the components coming from outside the individual. The components within individual who is learning can be grouped into two sub-components, namely psychical components and physical components. These two sub-components might be determined by heredity, some of which are determined by the environmental factors, and others might be determined by both, heredity and environmental factors. Meanwhile, the components coming from outside the individual can be grouped into some sub-components, namely natural environmental, teachers, teaching method, curriculum, program, subject methods, facility and infrastructure and social-economic conditions.

For the he components coming from outside the individual, it is necessary for the management to direct these elements into the educational purposes. The success in managing these components can improve the quality of educational process and quality of educational outcomes. The quality improvement can certainly be measured by the improvement on the educational efficiency and effectiveness. One of the forms of educational managements which is often to be used and known in Indonesia is School-Based Management.

It is stated in Article 51 of Law concerning the National Education System number 20/2003 that the "Management of early childhood education, elementary education and

secondary education units is implemented based on the principle of minimum service standards through the principles of school / madrasah-based management". The school-based management is the school management concept intended to improve the quality of education in a decentralized education era. Based on the Regulation of Government Number 32 of the Year 2013 concerning the amendment on the Regulation of Government Number 19 of the Year 2005 concerning National Education Standards of Article 49 Paragraph (1), the principles of school-based management include: independence, fairness, openness, partnership, participation, efficiency, and accountability.

Results of the evaluation (Directorate of Development of Primary School Ministry of Education and Culture, *Kemdikbud*, 2012) stated that the program of school-based management in Indonesia in 2000, 2002, 2005 and 2010 showed that the guidance program on the school-based management had some positive impacts, among others are: (1) the improvement of school management to be more transparent , participatory, democratic and accountable; (2) the improvement on the quality of education; (3) decreasing on the dropout rate; (4) the improvement on the implementation of student-centered learning with active learning strategies, creative, and fun; and (5) the improvement on the participation of society into education.

The spirit of improving education in Indonesia can be seen from the vision of the Ministry of National Education 2015 - 2019 which is the implementation of national education services to form comprehensive intelligent Indonesia human

beings. It is certainly not easy to realize this vision, especially in this messy situation of national education management and education services as it is today. The management of national education should start by moving towards maturity in the areas of curriculum, facilities, finance, human resources involved (teachers and education staffs), students, and community participation, but in reality the problems keep arising. It is not just to create an improvement on the management of education, even there is a game of interests that often make educational affairs left behind. At the end, the service of national education that should be able to be enjoyed equally by each people today is still found many problems left.

Meanwhile, the mission of the Ministry of Education and Culture 2015 - 2019 also shows that indeed there are weaknesses in the management and service of national education. The contents declared are the manifestations on many weaknesses that must be improved, if this is not conducted, then the national education will be sunk. The mission itself, is increasing the availability of education services, expanding the affordability of educational services, improving the quality and relevance of education services, equality in obtaining education services, and guaranteeing to obtain the educational services.

The quality of learning that must be improved by government and schools today is indeed not easy or difficult to be realized. If the data revealed by the government is correct, so there is almost 50% of schools in all levels that do not meet the minimum educational standard. It means that there are many schools with educational service quality that are necessary to be improved. Moreover, there are many schools under the minimum standard, with certainly less optimal educational service quality. Therefore, it is necessary for an assessment standardization of school-based management implementation results for the improvement on the quality of learning.

The Assessment Standardization of School-Based Management Implementation Results

The assessment standardization of school-based management implementation results can be done through two educational management analyses. Both analyses are: efficiency and effectiveness of education. Both analysis can be used to measure the high and low rates of the school-based management, namely the curriculum and learning, learners, educators and education personnel, education finance, infrastructure, community participation, as well as cultural and school environments. The

analyses are conducted through four school management processes (planning, implementation, monitoring and evaluation of education).

The first analysis is for mapping the school-based management, namely the analysis of the educational efficiency. The educational efficiency analysis shows a close correlation between the efficiency as a concept with the education economy and the cost of education. The educational efficiency study uses the discipline of economics education as its foundation, that the education is one of the production factors having its advantages and economic values to be met. Hallak (1985: 2) stated that economically, the owners of production factors submit these factors to producers, so that the costs by the owner will be as the *consumption forgone*, meanwhile the producers obtain exact and measurable costs, consisting of wages, interest, costs and others.

As a producer of educational services, as well as other fields of activity, theoretically it results in the same concept of cost. However, education itself has specific properties which are different to other production or economic fields. Coombs and Hallak (1985: 2) stated that the application of cost concept on education reveals the existence of three forms of inherent difficulties in the nature of educational activity itself and these mainly arise from: (a) the definition of education production; (B) identification of the economic transactions related to education; and (c) the fact that education has the properties of public services.

The definition of the efficiency of education does not exactly match to the concept of efficiency in the economy or the production of goods. In the process of production of goods, efficiency can be expressed in the form of money or other monetary forms and it influences on the elements involved, namely: producers, sellers, buyers, consumers and so on. This term is a technical illustration in the production process. Nurhadi (1988: 48) stated that in the production process, efficiency is defined as a situation where a product is expected to reach a maximum level on the basis of a particular input cost or where the input cost is kept to a minimum rate as possible in order to produce a product set forth. The definition of the production of goods will be different to the production of educational process and produce educated men.

The analysis of educational efficiency describes the correlation between input and output, or between input and output. An efficient system can be seen by more output for the *input resources*. The efficiency of education means to have a correlation between the utilization of limited educational resources so that it can achieve a high optimization. Nurhadi (1988: 79) stated the efficiency of educational process will be achieved when the educational products set forth can be

achieved with minimal input costs, or the educational products can be obtained maximally by the cost (input) that has been set. This education process by Kir Haryono (1994: 24) can be viewed from two perspectives, namely: (1) as the goods consumer, it produces output and (2) as investment goods, it produces outcomes.

Just like other economic activities, the concept of educational efficiency also calculates on the opportunity cost. This opportunity cost is often called as the *income forgone*, namely the earning potential for students as long as they follow the completion of education. Therefore, the concept of educational efficiency is more complex than just profits, since the cost component consists of various kinds and nature. The cost is not only in the form of money but, it is also in the form of the opportunity cost. For example, a high school graduate who does not continue to university for certain reason, if he works, he certainly will earn and when he goes to university to continue his study, he certainly will calculate on the amount of income for approximately four years of study in the university.

It is not merely related to the educational effectiveness, the educational efficiency is also often related to the educational quality and efficiency on the educational distribution (Nurhadi, 1988: 7; Winarso, 2000: 40; and Kir Haryono, 1994: 47). Most research on the issues show that educational feedback can be measured by what is obtained by a man on the one hand and what is obtained by the country on the other hand. Personal feedback is determined from the amount of advantages obtained by a person throughout his life. These advantages are not only measured by the productivity and income but also by prosperity he achieves. The country feedback includes matters such as tax revenues. It also includes an educational system (educational institutions or schools) which can also be measured by the feedback.

As it has been mentioned earlier that the efficiency of education is included in the category of economic efficiency, while the efficiency of education can be divided into two kinds, namely the external efficiency and internal efficiency (Kaswarjono et al, 1972; Simmons, 1980; Coombs and Hallak, 1987; and Nurhadi, 1988 : 46).

The analysis steps or measurements of the efficiency of education consist of: (1) making plan ratio conducted among school-based planning input and school-based planning

output; (2) making ratio of educational program realization conducted between actual input and educational program realization output; (3) calculating on the percentage of performance efficiency achievement by dividing the plan ratio and the realization ratio and then multiplied by 100; (4) providing qualitative meaning; and (5) making educational efficiency score. To determine the efficiency of education score, it is used a scale of educational efficiency performance achievement. The scale is as a position and a percentage of the analysis results which are then given score meaning.

A second analysis is for the assessment standardization of school-based management implementation results, namely the analysis of educational effectiveness. The analysis of educational effectiveness is a success indicator of an educational organization in achieving its purposes. However, the effectiveness does not consider to the costs spent achieving the educational organization purposes. How much cost spent by an institution if it reaches its purposes, then it is considered to be effective? Wijatno (2009: 279) emphasized, the things should be noted that the educational economics, educational efficiency, and educational effectiveness must be interconnected and dependent so, they all do not stand alone because they will cause not to achieve all the three (economic, efficiency, and effectiveness) overall. An institution may be only economical, but it may be not effective; or the other way around, it may be effective, but it may not be economically, so the company performance and purposes overall are not reached.

The educational effectiveness analysis uses the steps as follows: (1) enter the value / amount of the performance targets; (2) enter the value / amount of realization output; (3) calculate the achievement of performance effectiveness by dividing realization output by the performance targets and then multiplied by 100; (4) provide qualitative meaning; and (5) provide economic score. To determine the educational effectiveness, it is used a scale of educational effectiveness performance achievement. The scale is as a position and percentage of the analysis results which are then given score meaning.

The overall scores of school-based managements done through the analysis of efficiency and effectiveness are then combined which then are used to determine the quality of education. The quality of education is then as a reflection on the implementation of school-based management in each school. The reflection as intended is a standardized assessment of the implementation results in each school analyzed.

Initial Model of Standardized Assessment of School-Based Management Implementation Results for The Educational Quality Improvement

The front display of model is in one separate *sheet* related to (*hyperlink*) other *sheets*. This front page consists of four types of main menu in the educational management audit, namely (1) educational efficiency analysis; (2) educational effectiveness analysis; (3) assessment results on the school-based management implementation; (4) the achievement of school managerial performance based on educational national standard. Figure 1 shows the front page display as the stage of analysis model use.

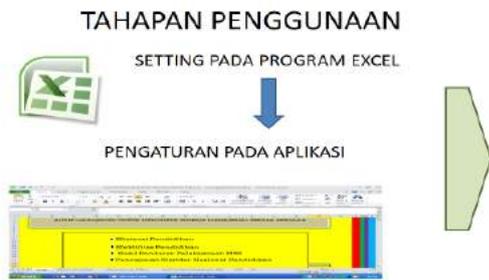


Figure 1 Model Use Stage

The used program is excel, this is to ease the use of the application at the time it is used. In details, the contents will be delivered from each analysis, consisting of interconnected sheet. Figure 2 shows the cover of analysis model.

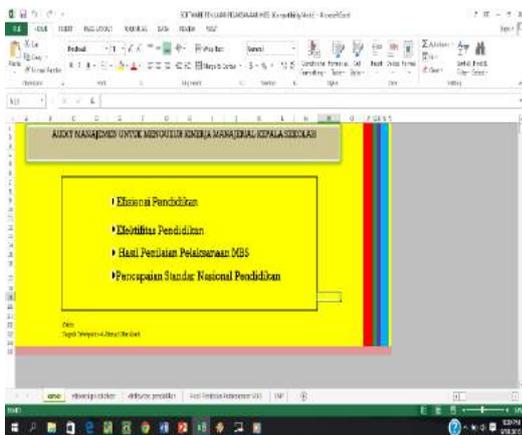


Figure 2 Cover Model

There are four stages in the application use, namely the stage of data input of educational efficiency, the stage of data input of educational effectiveness analysis, the stage of assessment of school-based management implementation results, and the stage of achievement results of

educational national standard. Figure 3 shows the stage of application use.



Figure 3 Stages of Application Use

The measurement on the educational efficiency in the second *sheet* follows the following steps: (1) insert the value / amount of plan input cost; (2) insert the value / amount of realization input cost; (3) input the value / amount of plan output; (4) insert the value / amount of realization output cost; (5) determine the plan ratio, namely by dividing the plan input and plan output; (6) determine the realization ratio, namely by dividing the realization input and realization output; (7) calculate the achievement of efficiency performance by dividing the ratio realization and the plan ratio and then multiplied by 100; (8) providing the qualitative meaning; and (9) giving efficiency score. The scale and score of efficiency performance achievement can also be seen in the sheet. Figure 4 as the following shows the filling of initial data for the educational efficiency analysis.

The measurement of educational effectiveness in the third *sheet* uses the following steps: (1) insert the value / amount of performance target; (2) insert the value / amount of realization output; (3) calculate the achievement of efficiency performance by dividing the ratio realization and performance target and then multiplies by 100; (4) providing the qualitative meaning; and (5) giving economic score. Figure 5 as the following shows the flow of data filling for the educational effectiveness analysis.

The fourth *Sheet* shows the recapitulation from the two analysis previously (the assessment of school-based management implementation results), namely (1) educational efficiency analysis; and (2) educational effectiveness analysis. Figure 6 shows

the data file of assessment results of school-based management implementation.

Pengisian Data Awal (EFISIENSI PENDIDIKAN)



Figure 4 Flow of Educational Efficiency Analysis

Pengisian Data (EFEKTIFITAS PENDIDIKAN)

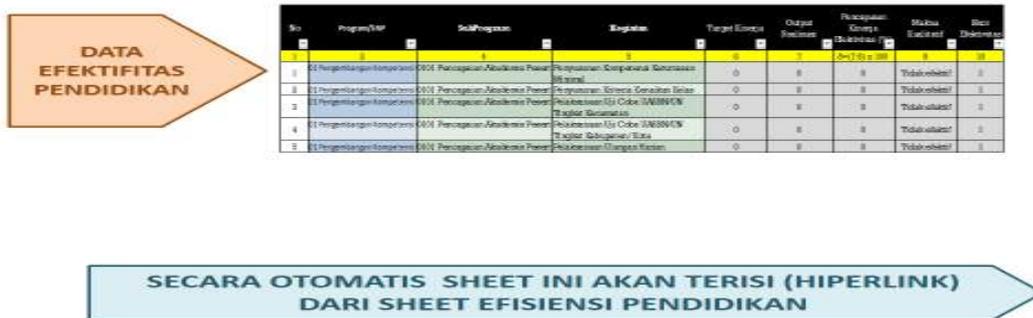


Figure 5 Flow of Educational Effectiveness Analysis

TAMPILAN FILE DATA HASIL PENILAIAN PELAKSANAAN MBS



Figure 6 Flow of Assessment Results of School-Based Management Implementation



Figure 7 Flow Of Education National Standard Achievement Of School-Based Management Implementation Results.

The fifth *Sheet* shows the recapitulation of the three analyses previously and the achievement of SNP, namely the 1) educational efficiency analysis; (2) educational effectiveness analysis; and (3) the comparison with the per SNP component achievement. Figure 6 shows the file data of education national standard achievement of school-based management implementation results.

CONCLUSION AND RECOMMENDATION

The elements affecting on the success of educational process can be summarized into two components, namely the components within individual who is learning and the components coming from outside the individual. It is stated in Article 51 of Law concerning the National Education System number 20/2003 that the “Management of early childhood education, elementary education and secondary education units is implemented based on the principle of minimum service standards through the principles of school / madrasah-based management”. The standardized assessment of school-based management implementation results can be conducted through two education management analyses. Both analyses are: educational efficiency and effectiveness. Both analysis can be used to measure the high and low of school-based management components, namely curriculum and learning, learners, teachers and educational personnel, educational finance, facility and infrastructures, society participation and school cultura and environment.

The analyses can be conducted through four school management processes planning, implementation, monitoring and evaluation of education).

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PROFILE-BASED LEARNING LITERACY IN ELEMENTARY SCHOOL

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ABSTRACT

This study aims to describe the condition of literacy in elementary schools, the implementation of literacy programs, and develop a model of literacy in primary schools by empowering stakeholders, especially parents. The method used was survey as Definition of model development. The results of the survey as a basis of model development. From the analysis of the literacy skills of students still focus on understanding low level. Understanding of teachers and parents about literacy and how to play a role in the development of literacy programs is still low. Conditions literacy program is still in the initial activity of habituation. Stage of development and learning have not been realized. Literacy programs with the involvement of stakeholders especially parents also have not been realized. The conditions of the model developed literacy program with the involvement of stakeholders, especially parents.

Keywords: *literacy, primary school students, parental involvement*

Efforts to improve the quality of education by improving the education system. The government and the school has a very important role. In connection with improving the quality of education are factors that can not be directly controlled, deluge of information from various media. Development of information media can not be dammed a challenge for education. The challenge of the ability to analyze, evaluate, reflect the contents of the media to achievement tough generation in the information era (George, 2013).

The era of technology and information necessary to establish public awareness of the importance of the public that is not only aware of the media, but he also understands, addressing, and in favor of media impressions were correct. Spirit is what inflamed the media literacy movement. Media literacy is an effort to educate generations not to be affected by negative media content to the psychological and action or act of acceptance of media content a government policy that can be controlled is through the curriculum. The curriculum is a means to achieve a goal and requires its reliability. 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 vehicle utilization. So the curriculum includes objectives, means and facilities to support the optimization of learning (Lie, 2013). At the primary level of education insists on the implementation of the thematic approach by integrating character.

Basic literacy is the ability to listen, speak, read, write, and countrelates to the ability of analysis for accounting, perceiving information, communicate, and describes the information based on the understanding and personal conclusions. the ability to find a variety of different forms of media, such as print media, electronic media (radio media, television media), digital media (internet media), and understand the purpose of their use. Some research indicates the implementation of learning students' critical attitude towards impressions/media, and skill in selecting good impressions and not well integrated into the learning yet. Criticality student has not emerged with regard to the ability of certain impressions found to contain elements of engineering, contains elements of persuasive advertising, and television bring a particular impact on children. In addition, the ability to give an opinion about the show being watched or read the information from the media is not owned by the students. In so doing, students still take for granted what the media presented. Samples were an average age of 12-15 (end of primary education) has not been able to communicate the results of its evaluation of the information it receives. In evaluating the TV program, information on social media students are also not used to classify impressions into three kinds, namely a good impression for the kids, not good impressions, and impressions conditional. In general, the evaluation presented by the students is about the contents of the media in general.

Another study found that the family still has not been invited to work together in improving the literacy skills of media. This is apparent from

the tasks in learning to read or gather information that did not include the role of parents (Harsiati, 2013). In fact, parents should play a role in instilling pay attention on media in children. Diverse family background causes the behavior of their children also vary in media literacy skills. The role of parents is clearly visible is in providing the opportunity to access the media and accompanying extracting information on the media. The role of parents also affects the amount of time spent watching / using social media students. In the family of the students have not maximized the mediation of parents when their children watch TV / searching of information on the media. Mediation coviewing (parents come to watch with the kids) done by all not familiar among the student's family.

From the research approach to literacy found that teachers still not learning critical thinking skills against deluge of information from various mass media (Harsiati, 2013). Ability to analyze, evaluate, and reflect some of the information received from various sources has not been designed with good teachers. Learning to read instructional materials also have not focused on the ability to analyze, evaluate, and reflect the content of the media. In fact, the results showed that the time students spend in interacting with the media is quite high (Harsiati, 2006).

From the foregoing it appears that the teaching materials and learning to read in Indonesian subjects have not focused on media literacy skills. In fact, in this information age students live with exposure to many remarkable information and will have an impact on their behavior. Moreover, the stage of development of primary school students still tend to be imitate what he saw. From the results of previous studies also found that the difficulties teachers stimulate students to arrange activities analyze, question, evaluate, and reflect on the information received. In addition, not yet available teaching materials and lesson plans read membelajarkan the ability to analyze, criticize, assess and scrutinize information. Based on the results of these studies proposed research learning model development of media literacy in primary school by optimizing the cooperation of parents and teachers. In the first year exploration of patterns of learning to read in elementary school, teaching materials, media, and RPP learning to read. In the first year also developed lesson plans and teaching materials (thematic learning implementation plan) with a focus on the subjects of reading Indonesian. However, in the first year of the new test and test experts are limited. In the next year will be developed instructional media and field tests with the development of media literacy

teaching model in primary school by optimizing the cooperation of parents and teachers.

Literacy is more than reading and writing, but include thinking skills using the resources of knowledge in the form of print, visual, digital, and auditory. In the 21st century, this ability is called information literacy. Clay (2001) and Ferguson lays out that information literacy component consists of early literacy, basic literacy, library literacy, media literacy, technology literacy, and visual literacy. In the context of Indonesia, early literacy is required as the basis for derivation berliterasi next stage. Literacy components are explained as follows.

According to Beers (2009), good practices in literacy movement has emphasized the following principles. a) The development of literacy goes according to predictable developmental stages. Stage of development of children in learning to read and write overlap antartahap development. Understanding the stages of literacy development learners can help schools to choose habituation and learning strategies appropriate literacy needs of their development. b) literacy program that is both balanced Schools impartial implement literacy programs realize that each learner has different needs. Therefore, reading strategies and reading text types need to be varied and adapted to the level of education. Meaningful literacy programs can be done by using a rich text reading materials, such as works of literature for children and adolescents. c) The program is integrated with the curriculum Habituation literacy and literacy learning in schools is the responsibility of all teachers in all subjects because learning any subject in need of language, especially reading and writing. Thus, the professional development of teachers in terms of literacy needs to be given to teachers of all subjects. d) The activities of reading and writing done anytime example, 'wrote a letter to the president' or 'reading to mother' are examples of meaningful literacy activities. e) activities to develop cultural literacy-based literacy class oral solid oral expected to bring a variety of activities is discussion on the book for learning in the classroom. These discussions also need to open up the possibility for dissent in order critical thinking skills can be sharpened. Learners need to learn to express feelings and opinions, listen to each other, and respect different views. f). Literacy activities need to develop an awareness of the diversity of the school Residents need to respect differences through literacy activities in school. Reading materials for learners need to reflect the richness of Indonesian culture so that they can be exposed to a multicultural experience.

In order for schools to be the forefront of the development of cultural literacy, Beers, et al.

(2009) present some strategies for creating a positive culture of literacy in schools. a). Conditioning the physical environment friendly literacy Physical environment is the first thing seen and felt by the school community. Therefore, the physical environment needs to look friendly and conducive to learning. Schools that support the development of cultural literacy learners should be displaying the works on display around the school areas, including the corridors, the principal's office and teachers. In addition, learnerskaryakarya replaced regularly to provide opportunities for all learners. In addition, learners can access books and other reading materials at the Reading Corner in all classrooms, offices, and other areas in the school. Boardroom to display the work of students will give a positive impression about the school's commitment to the development of literate culture. b) Promoting the social and affective environment as a model of communication and social interaction and affective environment literat built through model of communication and interaction of all components of the school. It can be developed with recognition of the achievements of students throughout the year. The award can be done during the flag ceremony every week to appreciate the progress of learners in all aspects. Achievement is rewarded not only academic, but also the attitude and effort of learners. Thus, every student has the opportunity to gain an appreciation of the school. In addition, literacy is expected to be colored all the important celebrations in the whole year. This can be realized in the form of a book festival, poster contest, storytelling, carnival story book character, and so on. School leaders should play an active role in moving literacy, among others, by building a collaborative culture teachers to teachers and education personnel. Thus, everyone can engage appropriate expertise of each. The role of parents as volunteer literacy movement will further strengthen the school's commitment in the development of literate culture. c) Promoting the school as an academic environment literat in the physical environment, social, and affective closely related to the academic environment. It can be seen from the planning and implementation of the literacy movement in school. Schools should provide ample time allocation for literacy learning. One of them by running the silent reading and the teacher read the book aloud for 15 minutes before the lesson. To support the ability of teachers and staff, they need to be given the opportunity to attend pre-service program to increase understanding of the literacy program, implementation, and its appropriateness.

METHOD

This development develop problem-solving model SD learning in the implementation of Curriculum 2013. The development method used in this case is based on the model of the RDR (research, development, research) combined or combined with R2D2 [recursive, reflective design and development (Willis, 1996; 1999) adaptation, modification and or certain transformation for the sake of the direction, goals, needs, and characteristics of the development. According to Habermas (in Kleden, 1987; Budiman, 1990), adaptation, modification, or transformation it is allowed or commonplace as an extension of the empirical-methodological models RDR and R2D2; here in the sense of RDR and R2D2 models are used to develop an instructional design modified-adapted or adapted in such a way to develop a creative entrepreneurial model-based language and art [see: experiencing expanded use]. Based on these considerations used three stages of development by models RDR and R2D2, namely (1) research for pendefinsian product (define / research) or the preliminary study, (2) design and early product development or prototype products [design and develop or development], and (3) testing and dissemination of products [research/ disseminate].

Development starts with defining the stages of research for the products according to the model of R2D2 or early research stages according to the model of the RDR. Therefore, starting with the development of preliminary research and collection of information needed in the development of learning models to increase media literacy to optimize the role of parents of elementary school students. The results of this preliminary study will be used for materials design and develop product prototypes learning model by model of R2D2 or stages of development by models RDR. This is where the product is designed and developed to be expected. Subsequently, the resulting product was tested that includes expert-expert testing, user testing, limited field test, and test the feasibility of product development, which according to the model RDR entered the final stages of research. The results of these trials are used to improve or revise the product of the teaching model to increase media literacy to optimize the role of parents of elementary school students. The revised product is then tested the feasibility and preponderance through product feasibility test, test-skilled specialists, and test users. Based on these trials conducted in the final revision of the product in order to obtain the end product is to increase media literacy learning by optimizing the role of parents of elementary school students. The end product is distributed to a wide audience

through various media as a form of strategy or dissemination phases of the product according to the model of R2D2. Model development product testing in elementary literacy activities with the involvement of parents require trial subjects were selected purposively. Subject trial product development are three (3) literacy experts, 10 Primary Schools, 30 elementary school teachers, 30 parents and 300 elementary school students from 10 elementary schools in Malang

Trial data are captured from the subject a test used to view the acceptability and feasibility of such products to increase literacy learning model to optimize the role of parents of elementary school students. Trial data is qualitative and quantitative, in the sense of exposure to verbal form the subject of the trial and informative figures depicting the acceptability and feasibility of the learning model to increase media literacy to optimize the role of parents of elementary school students. The data collection of this trial conducted by Focus Group Discussion [FGD] or discussion is directed to the subject of the trial and questionnaires. According to trial data collection techniques, data collection instruments trial consists of two kinds, namely the FGD guide and questionnaire. Free FGD contains system-how to carry out the FGD, the process of implementation of the FGD mainly the implementation of dialogue and discussion, the development of topic of dialogue and discussion or development questions, and recording the results of FGD about learning model to increase media literacy to optimize the role of parents of primary school students in Malang. Meanwhile, the questionnaire was designed in such a way that its contents a number of statements and questions with regard to the learning model to increase media literacy to optimize the role of parents of elementary school students. Statements and questions in the questionnaire to measure the acceptability and feasibility of the model that has been developed. Data literacy skills are grouped into two categories, namely quantitative data and qualitative data. Quantitative data were analyzed using mean and mode. Qualitative data grouped into categories literacy patterns of elementary school students.

FINDING AND DISCUSSION

Ability Literacy Students

From the analysis of the report text comprehension found that there are some patterns of student understanding of the news that was heard from the media. Pola dominate the literal understanding students' understanding, especially on the question of what, who, when, and where. The question of how, and why can not be answered properly. Critical questions about the

author's intention and interdepartmental relations can not be answered. Comment on the news of a general nature and has not been given argument. Ability to summarize still a copying capabilities. Exactly the same as the text is heard and has not been at the core of the news.

From the analysis of text comprehension story/narrative is found that there are some patterns of student understanding of the story is seen from the mass media. Pola dominate the literal understanding students' understanding, especially on the question of figures, character figures, in which case, a summary of the events of the story. Critical questions can not be answered are: (1) the question of the author's intention, (2) the value of what can be taken from the story, (3) the value is contained in the dialogue, (4) an assessment of the leaders answered in general, (5) yet can benefit / value for improving oneself and (5) the appreciation and reflection questions answered in general (I'm happy, good). Comments and assessment of the general nature stories and have not given argument.

Teachers to the understanding of the literary movement

Based on the analysis of teachers' understanding of the acquired literacy matters. Teachers are still weak in terms of understanding the concept of literacy and how to implement a literacy program at the level of learning and development. Understanding how to implement at this stage of habituation in the category enough. The average score of 4 teachers' understanding of a maximum score of 10. The aspect which measured the ability of teachers covers the concept of literacy, literacy goal, ask how to improve literacy, how to engage in activities that can improve literacy before reading, how to act to support the implementation of the habituation phase, means act to support the implementation of the learning phase, how to act to support the implementation at this stage of development, how to engage in activities that can improve literacy after reading, and how to motivate children to read please.

Parents' understanding of the literary movement

The average score for understanding literacy of parents to 3.33 with a maximum score of 10. Aspects of each item being measured include the concept of literacy, literacy goal, ask how to improve literacy, how to engage in activities that can improve literacy before reading, how to act to support the implementation of the habituation phase, how to act to support the implementation of the stages of learning, how to act to support the implementation at this stage of

development, how to engage in activities that can promote literacy as reading, how to motivate children to read please.

Learning Reading in Elementary Students

Book

Based on the pattern of learning to read Indonesian integration with matpel / KD other subjects known that Indonesian integrate with social studies, four times and subjects PPKn one time. Based learning activities and tasks given it can be concluded that learning to read is done is learning to read aloud and reading comprehension, as students read texts with voiced and tasks given in the form of answering questions about the main points of the content of reading.

Characteristic of the text presented in the form of tests of learning to read the narration and description text. The narrative text and description text folklore and legends, as well as text consisting of one, two, or three paragraphs. Characteristics of learning to read the questions in the form of questions on the content of reading points and questions that require students to express their opinions to the text read. Learning the language is done in learning to read is a lesson in understanding vocabulary difficult vocabulary in the text.

Writing Learning in Primary Schools

Based on the pattern of learning to read Indonesian integration with matpel / KD other subjects known that Indonesian integrate with social studies, three times, subjects SBdP one time, and subjects PPKn three times. Based learning activities and tasks given it can be concluded that the teaching of writing has involved in creative writing activities, because students are encouraged to be able to express ideas, ideas, and opinions in a paper original.

Characteristics of a given task in a writing activity in the form of a task that aims to train students' skills in expressing the idea / ideas in writing, ie write stories of personal experience, write a poem, write a story about an event, write a paragraph of exposition, writing sentences and opinions based on images, and write essays.

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Learning Listening

There is no implementation of learning to listen to the learning process performed by the teacher indirectly. All study assesses students' ability to listen to others. This is evident in the section on the fourth grade book teachers that focuses on listening skills.

Learning Speaking

Implementation of learning to speak in the learning process performed by the teacher is presenting the results of the discussion are representatives. In addition, the task is also conducted teacher speaks to retell what they read.

Realization Indicators Habituation, Development, and Learning in Primary Schools

In this study the implementation of the literacy program includes three phases, namely the habituation phase, development, and learning.

Literacy activities in Phase Habituation

In this study the implementation of the literacy program includes three phases, namely the habituation phase, development, and learning. At this stage of habituation is found the following data. There is a 15-minute reading activity (silent reading, reading aloud), but not every day. Activity 15 minutes of reading has been running for at least one semester. Learners do not have to read a daily journal. Teachers, principals, and / or educators to be a model in the activities of 15 minutes reading to read along with you during the activity. There is a library but the reading corner in each class does not exist. , Yet there are campaign posters read in the classroom, corridors, and / or other areas in the school. There has been no material rich text displayed in each classroom. Not to design a school garden, cafeteria, and UKS be a reading center environment clean, healthy and rich text. There has been no posters on habituation to live a clean, healthy, and beautiful. Schools do not attempt to engage the public (parents, alumni, and elements of society) to develop school literacy activities. Principals and their staffs do not have the literacy program for each year.

Literacy activities in the Development Phase

In this study the implementation of the literacy program includes three phases, namely the habituation phase, development, and learning. At this stage the following development data found. There are 13 indicators stages of literacy development. Based on observations in primary schools of 13 new indicators, there is one indicator that the observed activity 15 minutes to read aloud the Indonesian subjects but have not done every day (at the beginning, middle, or towards the end of the lesson). There has been no follow-up activities to produce a response in the form of oral and written. Learners do not have a portfolio that contains a collection of reading response journals. Teachers have not become a model in the activities of 15 minutes reading to read along with you during the activity. There are no bills written and spoken is used as an assessment of nonakademik. There has been no response journal read learners displayed in the classroom and / or school hallway. Already there is a library but the reading corner in each class, and the reading area yet. Library with a collection of non-teaching books but has not been used for a variety of literacy activities. Yet implemented rewarding the achievement of learners in literacy activities at regular intervals. There has been no campaign posters read. Environment / text rich material has not been posted in each classroom, corridors, and other areas in the school. There has been no academic activity that promotes a culture of literacy schools, for example: travel to the library or mobile library visits to schools. There is a celebration activities certain days with the theme of literacy. Yet there is a School Literacy Team formed by the principal and consists of a language teacher, other subjects teachers and education personel.

It can be concluded that indicators of literacy program implementation during the development stage has not been implemented. Category implementations included in the category has not been implemented because only average there is only one indicator of the 13 indicators that must be met during the development stage.

Literacy activities in Phase Learning

Literacy activities in the learning phase has not been observed. Indicators of literacy activities in the learning phase includes the following activities. Not to be seen reading in place (in addition to 15 minutes before the learning) is already entrenched into the needs of the school community (visible by all citizens of the school). There has been no activity fifteen minutes of reading every day before school hours followed by other activities with non-academic bill or

academic. Reading general book activities related to the textbook learner and teacher (no academic bill for learners). There has been no development of a variety of reading strategies. No tribute to the achievement of learners in berliterasi activity (based on the academic bill). There has been no response journal learners from the results of reading books and textbooks (bill academic results) displayed in the classroom and / or school hallway. Learners do not use the physical environment, social, affective, and accompanied by a variety of academic readings (print, visual, auditory, digital) literacy -in rich beyond textbooks-to enrich their knowledge in the subjects. Oral and written bill has not been used as an academic assessment. Teachers have not become a model in reading books by contributing to read books selection (general) that is read by the students. There has been no implementation of various strategies to understand texts in all subjects (for example, by using concept maps optimally, for example table TIP (Know-want-Learn), Comparative tables, Stairs Process / Chronology. Learners do not currently have a portfolio which contains a collection of journal responses read a minimum of 12 (twelve) nonpelajaran books. there are various follow-up activities to produce a response in the form of oral and written (academic bill).

It can be concluded that the implementation indicators literacy program at the learning stage has not been implemented. Category implementations included in the category have not been implemented because the average there is only one indicator of the 12 indicators that must be met at the learning stage.

CONCLUSION

Prototype development of research models in elementary literacy activities by optimizing the role of parents of primary school students, obtained the following conclusions. 1) The pattern of students' understanding of the news that was heard from the mass media is dominated by patterns literal understanding. 2) The pattern of students' understanding of the story is seen from the mass media is dominated by patterns literal understanding. 3) Understanding teachers to the literacy movement in schools is still low, especially in terms of understanding the concept of literacy and how to implement a literacy program at the level of learning and development. 4) An understanding of parents of school literacy movement is still relatively low. 5) Indicators of the implementation of literacy movements in the school at this stage of habituation, stage of development and the learning phase is still not implemented. The suggestions put forward as follows. 1) Movement literacy in schools should

be a massive need to be socialized so that all parties concerned, namely from principals, teachers, parents and students can be agents of literacy. 2) The government needs to improve the ability of teachers to familiarize, to develop and implement literacy learning in order to increase the literacy skills of elementary school students.

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THE EFFECT OF USING SMARTWHEEL TOWARD THE SKILL OF ARRANGING SIMPLE SENTENCES

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ABSTRACT

The research was carried out because of the obstacles experienced by English learners on arranging appropriate sentences for 16 kinds of tense. It is a must to be able in creating good sentences for expressing message in communication. It means the better we build the sentences, the easier and the more effective communication will be. So avoiding misunderstanding can be accomplished by perfectly comprehending the best way to make the sentences. The purpose of finishing the research is to determine the effect of using smart wheel toward the skill of arranging simple sentences. The study site was at Perjuangan University of Tasikmlaya, exactly in English Education Department. The sample was 33 students' answers to test questions. The sampling technique used was saturated sampling. This study used a quantitative approach with experimental methods, namely Pre-experimental Designs. Objective questions were created as the source of collecting data. The data collected, further processed and analyzed quantitatively to determine the effect of using smart wheel on arranging simple sentence skill. The results of the processing and analysis of data obtained the average value of 54.12 with a category of high pretest and posttest mean value of 80.39 with a very high category. Based on the t-test Paired Samples T-Test result Asymp. Sig. (2-tailed) of 0.000. In accordance with the provisions, because the probability Asymp. Sig. (2-tailed) <0.05, H₀ is rejected, the response of the research hypothesis suggests that there is a significant difference on the students' skill in arranging simple sentences between the pretest and posttest. Thus it was concluded that the usage of smart wheel have an influence on increasing students' skill in arranging English simple sentences. After accomplishing this research, a new media for English teaching was born. It is called "Magic Round". Suggestions for teachers are keep assisting and guiding students on using learning media, and choosing and using the appropriate media in accordance with the material given.

Key words: Smart wheel, simple sentences

Nowadays, students do face many obstacles on mastering English. They can't gain good grade when learning it. Comprehending English should be supported by a perfect understanding on 8 skills of it. Those are divided into two different scopes. The first group consists of the mastery of grammar, vocabulary, pronunciation, and spelling. They are known as micro skills. Besides, listening, reading, writing, and speaking are macro skills. The better mastery of micro skills someone has, the more possibility he has either in reaching macro skills.

Grammar will be essential to use in producing good communication. Especially when it is in written form. English as its media to send the message should be utilized as perfectly as possible. So the information that will be sent from the sender to the receiver can be delivered completely.

A qualified education must be supported by educators who can run their roles professionally either at school or environment (Heinich et.al., 2002; Ibrahim, 1997; Ibrahim et.al., 2001). In technology-based era they have to be able in educating students, managing information and environment as learning facilities. Environment means studying site, teaching method, media, and assesment system that are needed to facilitate the process

of teaching and learning English. Of course the effective media will give more impacts toward students' comprehension (Daryanto: 2016).

Based on the problems above, we are interested in presenting the usage of "smart wheel" in assisting students' mastery in arranging English simple sentences for all kinds of tenses.

RESULT AND DISCUSSION

English Tenses

There are sixteen tenses in English. They have different patterns and also usages. Comprehending them will be so simple if we can just pretend four cores of them. Those are present, past, future, and past future. But there are four branches for each. Those are simple, continuous, perfect, and perfect continuous.

The first group of tenses is present. So it has four different types, namely simple present tense, present continuous tense, present perfect tense, and present perfect continuous tense. The first type expresses events or situations that exist always, usually, habitually. It means they exist now, have existed in the past, and probably will exist in the future. The example is "It snows in Alaska". The second type expresses an event began in the past, is in progress at the present time, and probably will continue. The example is "He is sleeping right now". The third type expresses an event finished sometime before now, but the exact time is not

important. The example is “I have already eaten”. The last expresses an event in progress; before now, up to now, and the exact time should be found. The example is “I have been studying for two hours”.

The second group of tenses is past. It has simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense. The first type expresses a happened event at one particular time in the past. It began and ended in the past. The example is “It snowed yesterday”. The second type expresses an event began before and was in progress at a particular time in the past. It probably continued. The example is “He was sleeping when I arrived”. The third type expresses an event was completely finished before another time in the past. The example is “I had already eaten when they arrived”. The last type expresses an event in progress before another event in the past, and the particular time should be known. The example is “I had been studying for two hours before my friend came”.

The third group is future. It has simple future tense, future continuous tense, future perfect tense, and future perfect continuous tense. The first type expresses an event that will happen at one particular time in the future. The example is “It will snow tomorrow”. The second type expresses an action will begin before another event and it will be in progress at a particular time in the future and probably will continue. The example is “He will be sleeping when we arrive”. The third type expresses an event that will be completely finished before another time in the future. The example is “I will already have eaten when they arrive”. The last type expresses an event in progress before another event in the future in particular time. The example is “I will have been studying for two hours by the time you arrive”.

The last group has simple past future tense, past future continuous tense, past future perfect tense, and past future perfect continuous tense. The first type expresses an event that will be done in the past. The example is “She would buy a computer in the previous day”. The second type expresses an event that is in progress in the past. The example is “We would be taking an examination at this time the following day. The third type expresses a wish of past event. The example is “They would have finished the math homework if they had started a lot quicker”. The last type expresses an event that started in a past, is in progress, and is continued in the future. But the time itself is not known. The example is “Joanna would have been studying law at Harvard University for three years”.

The explanation above will be limited on the simple sentences of each kinds of tenses, verbal sentences, active voice, and affirmative forms.

Smart wheel is a teaching aid presented to facilitate the students’ mastery in comprehending English simple verbal active sentences. It is designed attractively included 92 irregular verbs and their meanings in Bahasa. The forms are simple, participle, -ing, past, and present (for third singular subject). It is round. We only need to spin it if we want to find the vocabulary meant based on the tenses we take. It has two sides; front and back side. There are five boxes on the front. The first box tells kinds of tenses in simple form. The third box informs kinds of tenses in continuous form. The fourth explains perfect form. The fifth shows perfect continuous form. And the last conveys modal form. All explanations involve affirmative, negative, and interrogative. In other side, we can find the meanings of all provided irregular verbs in Bahasa and the procedure of carrying out this media.

METHOD

This research is carried out in English Education Department, Perjuangan University of Tasikmalaya. They are 36 students in the first semester. It is saturated sampling. The design is one group pretest-posttest. The approach is quantitative. The method is experiment. The form is pre-experimental design. And the instruments to measure students’ mastery is objective test; true false question.

Students’ comprehension will be categorized in very high level, if the score is more than 75. 58-75 will be determined as high. 42-58 will be determined as adequate. 25-42 will be determined as poor. And less than 25 will be determined as too low (Cece Rakhmat and Solehudin: 2006).

They will be taught four times. It is taken based on the type of sentences that have been mentioned above.

RESULT AND DISCUSSION

There are 33 questions, either in pretest or posttest. In this research we will compare the result of students’ comprehension before and after being taught using smart wheel. Pretest shows that there are 27 students in adequate level, 8 of them are in high level, and 1 of them is in very high level. But after using smart wheel as teaching media, the posttest result shows that 2 of them are in adequate level, 8 of them are in high level, and 26 of them are in very high level.

The other fact is the average score; 54.12 in pretest and 80.39 in posttest. We can confidently say that the improvement of their mastery is effective enough explained by the average of normal gain 0.56.

After accomplishing this research, we establish many findings. Those are inspiring us to produce new medias. Surprisingly and proudly we present the prototype version of "Magic Round". Those are separately created, completed, and enhanced in six different rounds. 3 of them will discuss active sentences. Those are used to assist the users in creating affirmative, negative, and interrogative sentences. The rest will discuss passive voice in various kinds of sentences; affirmative, negative, and interrogative. They are absolutely completed by 150 irregular verbs. Further planning is creating the software. So the verbs will be stated as many as possible, both regular and irregular verbs. It will be easier to operate, because we can install it in laptop or smartphone.

CONCLUSION

This article has presented a part of research, data analysis, and the discussion of research variable. It can be concluded as follow: a) The majority of students' mastery in arranging simple sentences are in adequate level. But after joining the learning process that using smart wheel, it changes into very high level; b) There is a significant difference on students' mastery before and after utilizing smart wheel in their learning activities; c) There is an effect of using smart wheel toward the skill of arranging simple sentences.

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THE RELATIONSHIP BETWEEN INTERPERSONAL INTELLIGENCE AND PARENTING PARENTS IN TENTH GRADE BEAUTY DEPARTMENT STUDENTS SMK NEGERI 2 GORONTALO

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ABSTRACT

The research was conducted at SMK Negeri 2 Gorontalo on interpersonal intelligence tenth grade in beauty department students, with the aim to obtain a picture of the relationship between emotional intelligence and parenting parents through correlation. From the results of the data analysis obtained a correlation of $r = 0.767$, with the determination coefficient is 0.58, which means that there is a relationship between interpersonal intelligence with parenting parents. 58% of interpersonal intelligence is influenced by parenting parents and 42% are influenced by other factors of which social environmental factors, factors intellectual development and physical growth factors. From the calculation of the significance test of correlation was obtained t_{count} amounted to 5.29, while the list of the t real level of 0.01 was obtained $t_{0,99(22-2)} = t_{0,99(20)} = 2,53$, From the calculation t_{count} greater than t_{table} means $5.29 > 2.53$ so that it can be concluded that a significant correlation coefficient. Based on the results of the analysis, it can be concluded that the hypothesis: "There is a relationship between interpersonal intelligence with parenting parents in tenth grade SMK Negeri 2 Gorontalo beauty department", is accepted.

Keywords: *interpersonal intelligence, parenting parents*

Characteristics of social life requires every individual to build a relationship with the others, so it will be established a bond of reciprocal feelings in a relationship pattern called interpersonal relationships. Interpersonal relationships in a broad sense is the interaction is done by one person to another in all circumstances and in all areas of life, giving rise to happiness and contentment on both sides

Interpersonal relationships will be established well when each individual has the interpersonal intelligence, so we can say that interpersonal intelligence is very important for every individual, especially in adolescence. Adolescence is a period of transition or the transition from the age of children into adulthood. Where teenagers should be able to improve his interpersonal intelligence to be able to socialize well against the surrounding environment.

Santrock (2007: 71) argues that in adolescence, there will be changes in the socio-emotional which include demands to achieve independence, conflicts with parents, and the desire to spend more time with his peers.

A determining factor to teach and improve interpersonal intelligence is the family. Every parents expect their children to be human intelligent and virtuous character is good, but many parents do not realize that the way they

educate make children feel neglected, restricted freedom, and some have felt unloved by her parents. The feelings that many mmpengaruhi attitude, feeling, way of thinking and even their interpersonal intelligence. Application of appropriate parenting becomes very important in the formation of individual brilliance, especially interpersonal intelligence

Based on observations Courses Counseling in Schools data showed that 50% of students of class X Beauty at SMK Negeri 2 Kota Gorontalo or 11 people showed symptoms of low interpersonal intelligence. This is evident by looking at the students who are reluctant to play with friends, prefer solitude than mingle with friends, it is difficult to make friends in the mix, and does not have many friends, do not even like to cooperate with others.

Based on these cases it is necessary to test the relationship between parenting parents with interpersonal intelligence Beauty tenth grade students of SMK Negeri 2 Kota Gorontalo.

Understanding Interpersonal Intelligence

Interpersonal intelligence (interpersonal intelligence) is one of eight multiple intelligences proposed by Gardner. According to Yusuf (2010: 235), that: "Interpersonal intelligence (interpersonal intelligence) is the ability to understand and

com Based on some sense it, it was concluded that interpersonal intelligence is the ability to observe and understand the intentions, motivations and feelings of others and sensitive to facial expressions, voice and gestures of others, and he is able to respond effectively in communicating ..municate with others, by being able to distinguish the moods, temperaments, motivations and skills of others

Armstrong (in Rasiyo, 2005: 19) states that: "Interpersonal intelligence is the ability to understand and interact effectively with others". According Lwin, et al. (2008: 197), that: "Interpersonal intelligence is the ability to understand and be sensitive to the feelings, motivation, character and temperament of others". According to Armstrong (in Rasiyo, 2005: 27) that: "Students who are strong in interpersonal intelligence has leadership, sociable, and happy to cooperate". Furthermore, according Lwin, et al. (2008: 205), that: "Children who have high interpersonal intelligence will easily make friends and get acquainted with other people, love being around other people, and friendly towards others".

Characteristics of Interpersonal Relationships

The lack of interpersonal intelligence is one of the root causes of behavior is not socially acceptable. People with low interpersonal intelligence tend to be insensitive, uncaring, selfish and offended others. Therefore it is necessary to note some of the characteristics of people who have good interpersonal relationships, as stated by Suranto (2011: 28).

Know closely

This means that the parties involved in interpersonal relations to know each other intimately, because not only get to know the identity of the subject such as name, address, marital status, and employment. But more than all that, the two sides know each other beberbagai other side of life.

Mutual require

Interpersonal relationships characterized by a pattern of mutually beneficial relationships are two-way and mutual need. At least both sides feel each other requires the presence of a person friends to interact, cooperate, mutual giving and receiving.

The pattern of interpersonal relationships

The pattern of interpersonal relationships shown by their attitude of openness between the two. Interpersonal relations are also marked by personal traits understanding between the two sides. Each is open so that it can receive the personal nature of the difference.

Cooperation

Cooperation will arise if people realize that they have the same interests and at the same time have sufficient knowledge and control of yourself to meet those interests .

The characteristics of interpersonal relationships is very important to know, to be able to foster good relationships with others, and to avoid anti-social attitudes such as dishonesty, theft, murder and other forms of crime. This is because people with low interpersonal intelligence is not willing to understand the feelings of others and their actions tend to affect other people.

Influence Factors Levels Interpersonal Relations

Suranto (2011: 30), describes several factors influence the levels of interpersonal relationships including the following:

Tolerance

Tolerance requires the willingness of each party to appreciate and respect the feelings of others ..

The opportunities are balanced

That is a sense of justice of the interaction will determine interpersonal relationships. When a person feels the opportunity is balanced, equitable opportunities, it will encourage these people maintain unity.

Respect others

This attitude requires the understanding that each person's dignity.

The attitude of support, not defensive

Being supportive (sportsmanship) means the approval of others.

Openness

Open attitude is the attitude to open up, say about his situation in an open and candid. Openness in communication will eliminate misunderstanding and fraud

The joint ownership of the information

The quality of interpersonal relationships are also affected by the common ownership of the information.

Trust

Trust is a feeling that there is no danger of another person in a relationship.

Familiarity

Familiarity is the fulfillment of needs for affection, closeness and warmth.

Alignment

Alignment, or the same position for both parties. Alignment is adhesive maintaining harmonious interpersonal relationships, because in parallel to the high it will dijunjungkan justice.

Control or supervision

So that interpersonal relationships are well preserved, it is necessary to control the form of caring.

Response

The response is a provision in response. Natural law says if there is action there will be a reaction .

The emotional atmosphere

Emotional atmosphere, is the harmony of the emotional atmosphere when communication is in progress, indicated by the relevant expression ..

Based on the theory of factors affecting interpersonal relations, it can be concluded that the grade or quality of interpersonal relationships have ups and downs. At any given moment is at a good level marked by harmony, togetherness, and a pleasant cooperation, but at other times may lead to a level of less well characterized by their differences and disappointments.

Interpersonal Intelligence Components

Goleman (2006: 17) points out: "Interpersonal intelligence composed by two components, namely the social awareness and social facilities". Social awareness is a skill to understand the thoughts and feelings of others. Social facility that is how we interact with others.

The components of interpersonal intelligence by Goleman (2006: 17-18) can be described as follows.

Social Awareness

Basic empathy: the ability to read non-verbal cues given by others. Such as tone of voice, facial expressions and other emotional signals.

Alignment: the ability to listen and pay attention to the full what was said by others so that we can provide an appropriate response.

Empathic accuracy: The ability to understand the thoughts and feelings of others through non-verbal language that it provides. So it will make us more accurate in sensing and understanding the thoughts and feelings of others.

Social cognition: the ability of individuals to understand and choose what the right thing to do in different situations although there are no written rules about it. Social cognition will help people in solving social dilemmas such as how to make new friends in a new environment.

Social Facilities

Synchronization: the ability of individuals to interact with using non-verbal language.

Presentation of self: that is how people present themselves effectively when interacting with others. One aspect of self-presentation is charisma.

Influence: the ability to influence others to do something using the words carefully and is able to control themselves.

Concern: namely our concern for others. The more we care for others, the greater our

willingness to sacrifice our time and energy to help these people.

Definition of Parenting

Pattern foster parent is a pattern of behavior that apply to children and are relatively consistent over time. This pattern of behavior can be perceived by the child in terms of negative and positive. (Rusdijana, 2006: 99). Furthermore, according to Ormrod (2008: 94), that: "Parenting is the common behavior patterns that are used parents in caring for their children". Another opinion was also expressed by Kohn (in Muallifah 2009: 33), that: "Parenting is the way parents interact with the child which includes providing rules, prizes, penalties, giving attention, as well as the responses of parents of each child's behavior". Correspondingly Theresia (in Muallifah 2009: 33), also stated that: "Parenting is a pattern of interaction between parent and child".

Miscellaneous Parenting Parents

Baumrind (in Santrock 2007: 47), divides parenting into three kinds, namely:

Parenting Authoritarian (authoritarian Parenting)

Authoritarian parenting style is to restrict and punish, where parents urge their children to follow directions and respect the work and their efforts.

The characteristics of authoritarian parenting by Baumrind (in Muallifah 2009: 34), as follows 1) treating children with firmly; 2) punishing children who are considered not in accordance with the wishes of parents; 3) lack of affection; 4) less sympathetic; 5) Easy to blame all the activities of children especially when children wanted to be creative

Democratic Parenting

Democratic parenting is a pattern that encourages children to be independent but still applying the limits and controls on their actions.

Based on the theory it can be concluded that the parents were democratic to be open, flexible and provides the opportunity for children to grow and develop with the rules of rational, parents thus have a close relationship with his children, and always encouraged his son to get involved in make regulations and implementing regulations with full awareness.

The characteristics of a democratic parenting style according to Baumrind (in Muallifah 2009: 35), as follows 1) rights and obligations between the child and the parents are given a balanced manner; 2) complement each other, parents who receive and engage children in making decisions related to the interests of the family; 3) having a high level of self-control and requires children to act on the intellectual and

social levels according to age and ability; 4) provide explanations and reasons for the punishment and prohibition given by parents to children; 5) always support what is done by a child without restricting all its potential and creativity, while still guiding and directing the children.

Permissive Parenting (Permissive Parenting)

Permissive parenting is a pattern where the parents are very involved with the child but little demanding or controlling them.

Based on the terms of permissive parenting proposed by Baumrind (in Santrock 2007: 47), it can be concluded that permissive parenting is the treatment of parents interacting with their children by giving leeway or freedom without control or supervision strict. Parents who permisf will give full freedom to his children to act in accordance with his wishes. Had the parents make a particular regulation, but the children do not agree or do not comply, then the permissive parents tend to be caving in and will follow the will of their children. The characteristics of permissive parenting by Bumrind (in Muallifah 2009: 35-36), as follows: 1) parents give children freedom to the widest possible; 2) kids are not required to learn to be responsible; 3) children are given the same rights as adults, and given the widest possible freedom to organize themselves; 4) the old man was not much to regulate and control, so that children are not given the opportunity to be independent and self-regulating, and given authority to control himself.

Meanwhile, according to Dariyo (2007: 207), that the characteristics of permissive parenting, namely: (1) it has no rules in the family, (2) allow what do children, (3) parents keep my child's will, (4) the parents are not care and tend to give wide freedom to the child.

Factors Influencing Parenting Parents

According to Maccoby and Mc Loby (in Suparyanto 2010: 97), there are several factors that affect parenting parents, including:

Social Environment

Social environment with regard to the social relationship or association formed by parents and children with the surrounding environment.

Education

Education means guidance or help given deliberately against students by adults so that he becomes an adult.

Religious values espoused parents

Parents have a strategic role in mentradisikan religious rituals, so that religious values can be instilled into the mind of a child.

Personality

Personality family members are very influential on a child's personality.

METHOD

In this study, researchers used a major instrument in the form of questionnaires (questionnaire). This technique is used to obtain data about the parents' parenting students interpersonal intelligence. Data collection is done by distributing a list of statements that correspond to the problem you want disclosed.

The questionnaire response categories as follows.

Analysis Research Instruments

An instrument is said to be valid if it is able to measure accurately and recognize certain symptoms. In this study, the validity test is done by using the formula calculation Product Moment with rough numbers stated Pearson.

This instrument reliability test using Alpha (Riduwan, 2005: 115) by calculating the value of the reliability of instrument

The analysis of the data used in this study are 1) Normality Test Data. Before analyzing the data, prior testing data normality (Sudjana, 2005: 193). Normality performed parametric. 2) Test Homogeneity. 3) Simple linear correlation. 4) Product Moment Correlation and Coefficient of Determination.

FINDING AND DISCUSSION

Description of Results

Data from this study in the form of scores obtained from measuring devices in the form of a questionnaire about the relationship between interpersonal intelligence with parenting parents at SMK Negeri 2 Gorontalo

This research using the techniques of statistical processing of testing the validity and reliability, data normality test, correlation analysis and simple linear regression. This processing is to obtain a numerical value of the relationship between interpersonal intelligence with parenting parents.

From the calculation results showed that $X^2_{count} = -43,06$ and $X^2_{table} = 5,99$. Apparently the results of the calculations showed $X^2_{hitung} < X^2_{tabel}$, wherein $-43,06 < 5,99$ so that it can be concluded that the data variable X normal distribution.

From the calculation results showed that $X^2_{count} = -15,19$ and $X^2_{table} = 5,99$ Apparently the results of the calculations showed that $X^2_{hitung} < X^2_{tabel}$ wherein $-15,19 < 5,99$ so that it can be concluded that the data Y variables normal distribution.

Based on regression analysis regression

$$Y = 38,47 + 0,13X$$

This result implies that there is a change (decrease or increase) in the variable X, which will be followed by a change (decrease or increase) the average of 0.13 in the variable Y.

This means if there is a change in the indicator parenting parents, then followed by changes in the indicators of interpersonal intelligence. The regression equation can be expressed bebetuk linear or not.

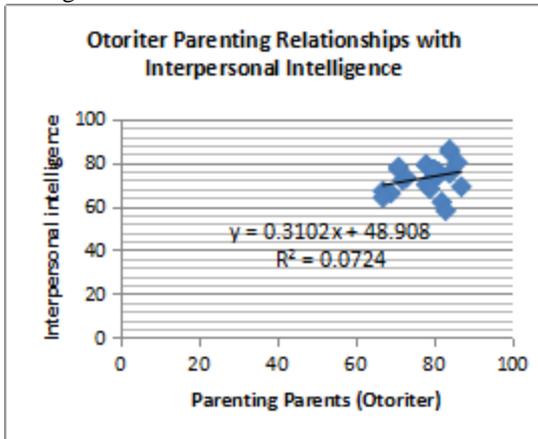
Based on testing criteria for linearity test set out above that the F register is obtained from $F < F(1-\alpha)(k-2, n-k)$. If used real level of $\alpha = 0.05$, $F(1-0.05)(19-2, 22-19) = 8.62$. It turned out that the price of F count is smaller than F register ($3.04 < 8.62$). It can be concluded from this regression equation is not linear-shaped.

Furthermore, to test the significance predetermined test criteria that F register can be obtained from $F \text{ count} > F \text{ register}(1-\alpha)(1, n-2)$. If used the level of significance $\alpha = 0.05$, $F(1-0.05)(1, 22-2) = 5.20$. It turned out that the price of F count is smaller than F register ($1.72 < 5.20$). It can be concluded that the linear regression equation was not significant (mean).

Based on the simple linear correlation test results are obtained as follows:

Based on the calculations, the price of $a = 48.908$ and $b = 0.3102$, then the linear line occurs at the intersection with the Y axis to the X axis as high as 48.908. Each increment X resulting in increased value Y at 0.3102. This means that if the value of the authoritarian parenting has increased by one point, it will be followed by an increase of 0.3102 on students' interpersonal intelligence.

The following chart authoritarian parenting relationships with students interpersonal intelligence.

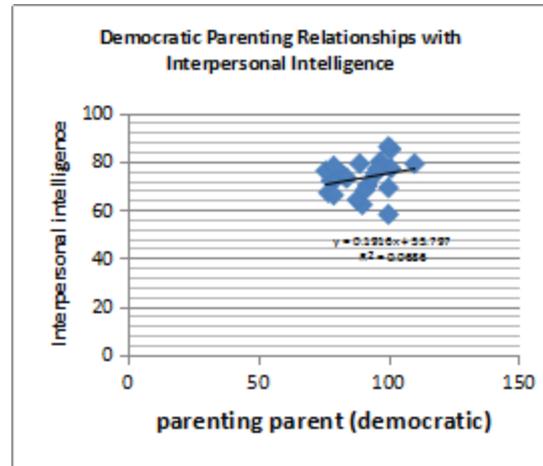


Graph 1. Authoritarian Parenting Relationships with Students Interpersonal Intelligence

Based on the calculations, the price of $a = 55.79$ and $b = 0.1916$, then the linear regression line occurs at the intersection with the Y axis to the X axis as high as 55.79. Each increment X resulting in increased value Y at 0.1916. This means that if the value of democratic parenting increased by one point, it will be followed by an

increase of 0.1916 on students' interpersonal intelligence.

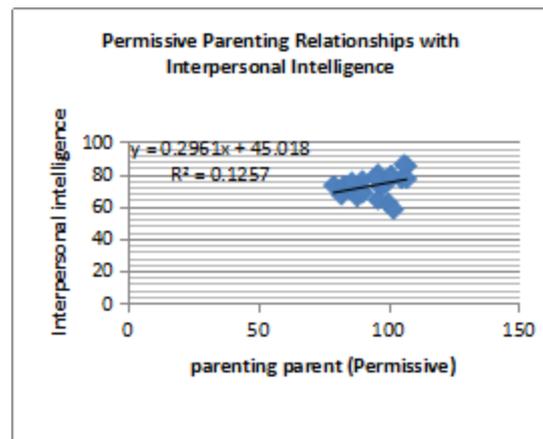
The following graph democratic parenting relationships with students interpersonal intelligence.



Graph 2. Democratic Parenting Relationships with Students Interpersonal Intelligence.

Based on the calculations, the price of $a = 45.018$ and $b = 0.2961$, then the linear regression line occurs at the intersection with the Y axis to the X axis as high as 45.018. Each increment X resulting in increased value Y at 0.2961. This means that if the value of permissive parenting increased by one point, it will be followed by an increase of 0.2961 on students' interpersonal intelligence.

The following chart permissive parenting relationships with students interpersonal intelligence.



Graph 3. Permissive Parenting Relationships with Students Interpersonal Intelligence.

Based on the calculations, the price of $a = 55.79$ and $b = 0.1916$, then the linear regression line occurs at the intersection with the Y axis to the X axis as high as 55.79. Each increment X resulting in increased value Y at 0.1916. This

means that if the value of democratic parenting increased by one point, it will be followed by an increase of 0.1916 on students' interpersonal intelligence.

Hypothesis Testing

Based on the calculation of the correlation between interpersonal intelligence variable (Y) and the parents' parenting (X) coefficient $r = 0,767$ and $r^2 = 0,58$. Significant test results obtained correlation coefficient $t = 5.29$. In the list on the real level of 0.01 was obtained. $t_{0,99(22-2)} = 2,53$. it turns out $t_{count} = 5,29$ greater than $t_{table} = 2,53$ or prices t_{count} are beyond the reception area H_0 , these results concluded that H_0 rejected H_1 accepted. Thus concluded that a significant correlation coefficient.

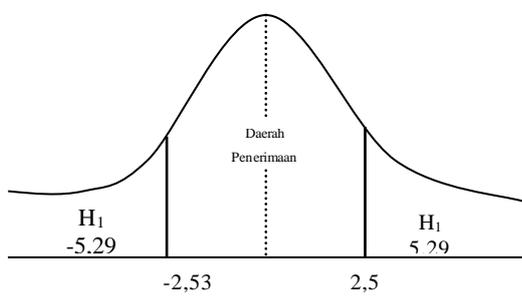


Figure 1: Curve Acceptance and Rejection of Hypotheses (X and Y)

Of the curve above shows that $t_{count} = 5.29$ is outside the reception area H_0 . This means that there is a significant relationship between interpersonal intelligence with parenting parents. This can be evidenced by the curve above shows that $t_{count} H_0$ rejection is in the region, so it can be said that this hypothesis which states that "the relationship between interpersonal intelligence with parenting parents accepted".

CONCLUSION

This study shows the relationship between interpersonal intelligence with parenting parents amounted to 0.767 and the determination

coefficient was 58%. This means that the 58% that occurred on student interpersonal intelligence is influenced by parenting parents, while the rest (42%) are affected by other factors including the social environmental factors, factors intellectual development, physical growth factors, and others.

Based on the analysis and hypothesis testing that has been done in this enelitian p, it can be concluded that the hypothesis that "there is a relationship between interpersonal intelligence with parenting parents on students at SMK Negeri 2 Gorontalo" unacceptable.

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IMPLEMENTATION OF THE BALANCED SCORECARD AS A PERFORMANCE MEASURE STKIP PGRI TULUNGAGUNG

Tutut Suryaningsih; Novita Eka Muliawati

ABSTRACT

Competition between universities in the age of globalization is increasingly tight. Universities vying to improve its quality so that the confidence of customers, in this case prospective students is increasing. Therefore we need a performance measurement system that can be used by management to evaluate the performance and the performance of the existing business processes in college. The results of this evaluation will be very important to plan and determine the steps and strategies to achieve the strategic vision, mission, and goals of the institution. One method that can be used as a performance measure is balanced scorecard method. In the balanced scorecard, performance is not only seen from the financial aspect, but also other aspects beyond the financial aspects of the support and influence on the financial aspects, namely the customer, internal business processes, and learning and growth. Therefore, the purpose of this study is to implement the Balanced Scorecard method for measuring the performance STKIP PGRI Tulungagung. The end result of this implementation is a company scorecard is a scorecard (performance measurement tool) consisting of strategy, performance measures, targets to be achieved, which are grouped into each section in STKIP PGRI Tulungagung viewed from four perspectives on the balanced scorecard.

Keywords: performance measurement, balanced scorecard, college, STKIP PGRI Tulungagung, company scorecard

The performance assessment is essential for universities who want to stay ahead and compete in both the national and global arena. To win the competition, the performance of an organization of higher education should reflect an improvement over a period eke next period. During this frequently used is the traditional performance measures that only focus on the financial sector alone.

These financial statements are the most widely used information as a basis for measuring the performance of organizations, especially financial performance. Accounting measures used are ratios, both relating to certain items in the balance sheet or income statement, either individually or a combination of the two reports (Munawir: 1998). It is with this consideration, the ratio is a measure of organization prospects for the future (Syafarudin: 1996). So there was a financial ratios such as liquidity ratios, leverage ratios, activity ratios, profitability ratios and other ratios (Riyanto: 1997). The financial measure is believed to be the primary measurement tool.

In the further development of performance measurement that exist now (just rely on financial measures) felt had to be changed. They then develop a performance measure new that is not only based on the perspective of financial (financial perspective) but also from the perspective of the customer (customer perspective), business process internally (internal business process perspective) as well as spending and growth (learning and growth perspective) (Kaplan

Norton : 1992). Fourth perspective measurements are then known as the Balanced Scorecard (BSC).

BSC as well as traditional performance measurement still use financial measures such as the company's ability to generate profits, ROI, cashflows and others. These financial measures tell only a past event that is considered sufficient for the company's industrial era which considers that the ability of long-term investments and relationships with customers not merupakan a critical success factor. BSC using a causal approach to try to trace that profits as a result of a series of strategies and elaboration of missions applied by the company. Performance measures the company's ability generated from the acquired customer loyalty because customers are satisfied with the products and services it receives (balanced with the sacrifice of issuance or customer value). Customer satisfaction (customer satisfaction) is caused by the quality (quality) products and services are delivered in a timely manner (on time delivery) at competitive rates or cheap (low cost). Products or services produced by the internal business processes that constantly innovate and repair (continuous improvement) in accordance with the wishes of the customer (customer needs). Furthermore, a successful internal business processes supported by the ability of employees increased as the empowerment of workers in the form of education and training.

Private university as an organization or a service company is expected to provide the satisfaction of services to students. Satisfaction is spearheading management success. Then it must be measured by the BSC approach. But in addition to

customer satisfaction, university performance can also be measured by the BSC (Financial perspective, Internal Process, Learning and Growth perspective).

Performance measurement is performed with further useful perspective Balanced Scorecard to translate the vision and mission of an organization including private university. This interpretation is important in order to formulate strategic goals and objectives which will then be operationalized into a work program. With the work program, the private university can increase its performance can further achieve the ideals embodied in the vision and mission.

Efforts to implement the concept of the balanced scorecard in performance measurement private university should be made to formulate appropriate strategies to improve the performance of private university is concerned.

As described in the background, this study will implement a balanced method scorecard as a measurement of performance STKIP PGRI Tulungagung. The formulation of the problem to be solved by doing this research are:

How to measure performance and evaluate the performance of STKIP PGRI Tulungagung on four perspectives, namely financial, customer, internal business processes, and learning and growth.

To determine the extent of the use of perspective Balanced Scorecard in translating the vision, mission in Tulungagung PGRI STKIP strategy and efforts made STKIP PGRI Tulungagung to improve performance by implementing the strategy Balanced scorecard perspective.

Comprehensive measurement system that includes aspects of financial and non-financial aspects have been designed by Robert S. Kaplan and David P. Norton called Balanced Scorecard. Balanced Scorecard to educate management and organization to look at the overall company from four perspectives: financial, customer, internal business processes, and learning and growth.

Balanced scorecard consists of two words, namely the scorecard (scorecard) and balanced (balanced). The scorecard is a card that is used to record the score results of a person's performance / personnel and plan your score to be achieved in the future. The comparison between the plan defined by the actual results achieved are used to conduct the evaluation. While the word impartial shows that the performance of such personnel impartial measured from two aspects of both financial

and non-financial, long-term and short-term, internal and external.

In the balanced scorecard, there are four different perspectives of a company's activities to be evaluated, namely: a) the financial perspective; b) customer perspective; c) internal business process perspective; d) learning and growth perspective.

METHODS

This study is a qualitative research because it uses the Balanced Scorecard as a strategic implementation tool in the effort to improve the performance STKIP PGRI Tulungagung. A qualitative approach was selected in order to obtain a result that is closer to reality. This method was chosen because researchers have access into the object of research. Researchers also as a tool (instrument) research (Moleong, 2000: 4) because it can perform in-depth interviews (in-depth interviews) with the policy makers at an object, the full observation and cast as observers.

The focus of this research is a strategic effort to improve the performance STKIP PGRI Tulungagung with the perspective of the Balanced Scorecard. Target point of this research is the improvement of financial and non financial performance that is based on the financial perspective, customer perspective, internal business perspective and learning and growth perspectives.

The reason for choosing STKIP PGRI Tulungagung as field studies because, a) STKIP PGRI Tulungagung as organizations that provide public services and can be evaluated with the four perspectives of the Balanced Scorecard, b) the opportunities this research is done very effectively as any data of doubtful validity can be as soon as possible retested in the field. This is done because there is no longer distance between researcher and research subjects (key informant).

This study requires data between other

- a. For financial perspective: the organization's strategy (STKIP PGRI Tulungagung) financial data such as financial statements for the level of income
- b. For the customer perspective: student profiles by region of origin, student profiles of workers and not workers, the development of the number of new students, the level of student satisfaction, the number of student development
- c. For internal business perspective: the development of the number of majors or courses of study, the activity of lecturers, the number of use of the method, the use of media, the proportion of curriculum and courses, workshops curriculum implementation, the number of graduates, the number of average GPA of graduates, the addition of physical facilities

d. For learning and growth perspective: employee satisfaction index, kualitas lecturers through education level, rank, teaching experience, age of faculty, administrative staff quality through the ages, levels of education, and work experience.

According Lofand and Lofland (Moleong, 2000; 112) that the primary source of data in qualitative research is that words and actions, the rest is additional data such as documents and others. Sources and data collection techniques in this research is interview and documentation.

Interviews were conducted by determining the key informant were selected by purposive sampling. Key informant who serve as a resource is led university to know the vision, mission and strategy STKIP PGRI Tulungagung for the future. Interviews will also be conducted to the employees who will be selected by purposive sampling to determine the level of understanding of the vision, mission and strategy of the organization (PGRI STKIP Tulungagung) . The interviews were conducted with unstructured interviewing (Moleong, 2000; 138). Unstructured interviews will be conducted with no formal interviews. This interview was conducted so that the respondent was not awkward in expressing the truth. These conditions must be maintained because of the reliability and validity are important in the implementation of the study.

Documentation is done by documenting evidence about the number of students in the last four years, the market segment STKIP PGRI Tulungagung, the amount of training and rank which is owned by the employees.

After getting the required data then the data analysis steps are as follows:

- a. Knowing the vision, mission and strategic goals STKIP PGRI Tulungagung then clarify and break them into four perspectives Balanced Scorecard
- b. Determine the strategic objectives and performance measures, which are grouped into each perspective. Performance benchmarks used to measure the success of strategic objectives, which in this study are grouped into Lag Indicators as a measure of achievement of success of the organization, and Lead Indicators as a measure of performance triggers
- c. Setting a target for every existing measures and alternative strategic initiatives that can help achieve the intended target, strategic initiatives can be re-engineered and work programs
- d. Make the appropriate balance scorecard models and simplify the application, so it can

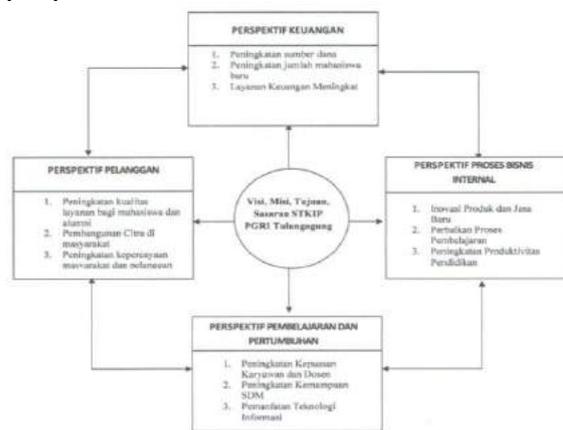
show the relationship between each perspective shown by the analysis of causality

RESULTS AND DISCUSSION

In general, the implementation of a balanced scorecard in STKIP PGRI Tulungagung as an educational institution refers to the strategy adopted. Prior to implementing the existing framework, this chapter is defined vision, mission, goals, and strategies of STKIP PGRI Tulungagung and parts in STKIP PGRI Tulungagung as the basis for determining the performance measures and targets to be achieved in accordance with the section responsible for achieve its vision and mission.

Measurement Performance with Balanced Scorecard

Performance measurement can be done by doing the translation process in the balanced scorecard to measure performance. The process can be carried out by translating the vision, mission, goals STKIP PGRI Tulungagung into three areas 1) What financial goals STKIP PGRI Tulungagung?; 2) what is critical to providing value to the consumer? ; 3) What do the STKIP PGRI Tulungagung in serving customers and how to attract and serve these consumers?. Based on these three things it will be associated with each perspective in balanced scorecard.



Gambar. 4-2. Tujuan Strategis Melalui Pengukuran Balance ScoreCard di STKIP PGRI Tulungagung Sumber : Data yang diolah

If the image above and the discussion of the four perspective Balanced Scorecard described more fully into strategic objectives, benchmarks, targets and strategic initiatives can be presented in Table 1 below:

Tabel 4-1

Rancangan Model Balance ScoreCard di STKIP PGRI TULUNGAGUNG

| Tujuan Strategis | Tolok Ukur | Target | Inisiatif Strategis |
|---|---|--|---|
| Perspektif Keuangan 1. Meningkatkan sumber dana untuk kegiatan operasional dan pembangunan 2. Menggali sumber dana di luar sumber dana utama 3. Meningkatkan jumlah mahasiswa baru 4. Meningkatkan layanan keuangan kepada stakeholder | 1. Peningkatan sumber dana sebesar 25% per tahun 2. Peningkatan sumber dana di luar sumber dana utama 3. Rasio pendatang dibanding diterima 5 : 1 4. Peningkatan layanan keuangan kepada stakeholder | 1. Meningkatnya sumber dana sampai 25% per tahun 2. Meningkatnya sumber dana diluar sumber dana utama sebesar 10% per tahun 3. Mulai tahun akademik 2012-2013, laporan keuangan unit kerja lebih transparan dan akuntabel 4. Pada empat tahun mendatang, semua stakeholder terayani dengan baik | 1. Peningkatan sumber-sumber keuangan utama 2. Peningkatan sumber-sumber diluar sumber dana utama dan dana-dana hibah 3. Persyaratan standar-standar keuangan tentang laporan keuangan yang transparan dan akuntabel 4. Melakukan inovasi-inovasi terkait dengan layanan keuangan 5. Memberikan kemudahan informasi kepada calon mahasiswa baru |
| Perspektif Pelanggan 1. Peningkatan kualitas layanan bagi mahasiswa dan alumni 2. Peningkatan kepercayaan masyarakat dan pelanggan lainnya 3. Pembangunan citra di masyarakat | 1. Peningkatan kepuasan mahasiswa 2. Kemampuan meningkatkan kerjasama dengan pelanggan | 1. Meningkatnya kepuasan mahasiswa sampai 50% selama setahun 2. > 80 % mahasiswa lulus tepat waktu 3. Meningkatnya kuantitas mahasiswa baru 5% per tahun 4. Telah dilakukan seperti kerjasama di bidang penelitian dan pengabdian pada masyarakat | 1. Melakukan pelatihan service excellence bagi semua karyawan 2. Melakukan survey secara berkala terhadap kepuasan mahasiswa 3. Melakukan publikasi sampai lingkup Jawa Timur 5. Melakukan kerjasama dengan pihak eksternal dalam bentuk program penelitian dan pengabdian pada masyarakat |
| Perspektif Proses Bisnis Internal 1. Inovasi produk dan jasa baru 2. Perbaikan proses pembelajaran 3. Peningkatan produktivitas pendidikan | 1. Jumlah inovasi produk dan jasa baru yang dihasilkan 2. Rata-rata IPK mahasiswa 3. Penyeragaman dan peningkatan sarana dan prasarana 4. Parameter rata-rata waktu tunggu menyelesaikan pekerjaan | 1. Jumlah program studi baru yang dibuka sebanyak 4 buah 2. Peningkatan jumlah rata-rata IPK 3,00 3. Waktu mendapatkan pekerjaan maksimal enam bulan | 1. Melakukan riset terhadap program studi yang diminati 2. Meningkatkan sarana akademik dengan pelatihan, seminar, diskusi, dan program lainnya 3. Meningkatkan sarana dan prasarana untuk perkuliahan, administrasi, dan layanan 4. Menjalin kerjasama dengan dunia industri terkait untuk program magang |

| Tujuan Strategis | Tolok Ukur | Target | Inisiatif Strategis |
|--|---|--|---|
| Perspektif Pembelajaran dan Perubahahan 1. Peningkatan kepuasan karyawan 2. Peningkatan kemampuan SDM 3. Pemanfaatan Teknologi Informasi | 1. Tingkat indeks kepuasan karyawan 2. Jumlah peningkatan kualifikasi SDM 3. Jumlah teknologi informasi yang dihasilkan | 1. Indeks kepuasan karyawan mencapai 4,00 dalam empat tahun 2. Dirilaksinya sertifikasi profesi dosen rata-rata 15% per tahun 3. Semua karyawan telah mengikuti pelatihan administrasi dan service excellence 4. Semua karyawan dapat menjalankan dan memanfaatkan program aplikasi komputer sesuai bidang kerjanya | 1. Merencanakan sistem jenjang karir 2. Menyusun sistem kompensasi 3. Menyusun sistem reward and punishment yang adil 4. Memotivasi dosen untuk meningkatkan jenjang kapangkatan 5. Meryelenggarakan pelatihan administrasi dan service excellence 6. Mengembangkan teknologi dan sistem informasi 7. Melakukan pelatihan teknologi informasi terkini |

Sumber : Hasil Analisis

CONCLUSION

Based on the research results can be concluded as follows: a) Preparation of Balance ScoreCard framework can assist in translating the vision and mission into objectives, benchmarks, targets and strategic initiatives. It is important for all organizations including STKIP PGRI TULUNGAGUNG will always be able to provide educational services to the community; b) application of Balance ScoreCard in STKIP PGRI TULUNGAGUNG done by analyzing the vision, mission and strategic goals STKIP PGRI TULUNGAGUNG which is then translated into the strategic measures, targets and strategic initiatives. It is expected to provide measures in the form of a program of work-work programs that can improve the performance STKIP PGRI TULUNGAGUNG overall in achieving the vision, mission and strategic goals STKIP PGRI TULUNGAGUNG; c) measurement of the balanced scorecard in STKIP PGRI TULUNGAGUNG done with four perspectives namely financial perspective, customer perspective, internal business processes, and learning and growth perspective. The results were as follows:

- 1) Financial perspective: (a) Increased funding sources for operations and development as indicated by the increase in funding sources by 25% per year; (b) Dig a source of funds outside of the main funding sources are indicated with an increased source of funds outside the main source of grant funds; (c) Improving the accountability and transparency of financial management indicated by can diverifikasinya financial report unit up to the evidence base; (d) Improving financial services to stakeholders indicated by an increase in services to stakeholders and financial services innovation; and (e) provide ease of information for new students
- 2) Customer perspective: (a) Improving the quality of services to students and alumni as indicated by the increase in student satisfaction; (b) Increased public confidence and more ditunjukka customers with the ability to increase cooperation with other customers
- 3) Internal Business Process Perspective: (a) Innovation new products and services as indicated by the number of product innovations (in the program) and the new services generated by STKIP PGRI TULUNGAGUNG; (b) Improving learning process as indicated by the increase in the average GPA of students, the average acceleration time of completing the study; (c) Increased productivity of education shown by

the improvement of facilities and infrastructure, and an increase in the average waiting time to get a job

- 4) Learning and Growth perspective: (a) Increased employee satisfaction shown by the increase Employee Satisfaction Index; (b) Increased human resource capacity indicated by the number of improving the quality of human resource; (c) the use of information technology as indicated by the number of produced and utilized technology

Suggestions

In order to implement the Balanced Scorecard in STKIP PGRI TULUNGAGUNG required commitment and support of all employees ranging from top management to employees at lower levels. It should also be followed by a paradigm shift all employees on the balanced scorecard concept of customer satisfaction and employee satisfaction. Dissemination of the concept of the balanced scorecard should do before applying these concepts in performance measurement. STKIP PGRI TULUNGAGUNG must have a planning and development agency specifically tasked to formulate the vision, mission, goals and strategic objectives to further facilitate coordination with all work units. The organization also coordinates the annual work program all work units based on a strategic plan that has been set. But these institutions need to be supported by all the units so that the functions of management of the organization to run smoothly. To be able to know the progress in the implementation of the Balance ScoreCard review mechanism effective and efficient must be established so that the organization regards the achievement of specific

benchmarks and analyzes it to find the cause of problems and make necessary improvements

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DEVELOPMENT PATTERNS IN EDUCATION BASED CHARACTER TO NAVAL ACADEMY OF NAVY OFFICERS HIGH QUALITY

Umi Salamah

ABSTRACT

AAL is boarding school, that is University what students study and stay in AAL so whole education component cognitive, affective and psikomotor developing in AAL. The problem how education character-based pattern in AAL can shape AAL's officer who high quality? Reseach metode is descretive developmental, how to analyze it by comparing two standard mixed analysis external and internal factors. The result is education character-based models in AAL. In the model can be explained that to produce the ability officer high-quality it is necessary to form the necessary to form the character which is based on Pancasila, trisila, Sapta Marga, hree darma santhy, oath soldier, smart, 8 must army, skilled, 6 pillars of ethics, and 11 principle leardership. In shaping the character are preceptor, teacher, leader, family and senior taruna. Character education delivery begins moral knowing is taught the concept so taruna in the process of t, followed by moral felling is fell and accustom so taruna in the responding and valuing process, the ending moral behavior is used to perform as organization process. If it is accustomed shape character. The results of external and internal analisis is main strategi develop patten of character-based education and create curriculum integreted teaching, training and nurture.

Keywords: *education character-based pattern, Taruna, moral knowing, moral felling and moraleducation character-based patternl behavior.*

Naval Academy (AAL) is an institution organizing the first educational academy level in the form of vocational under the Chief of Naval Staff (Kasal) which has the main task was to educate the cadets to become officers of Young Indonesian Navy (TNI AL) which has devotion intact to God Almighty and the spirit of patriotism and fighting spirit of Pancasila and SaptaMarga based on the doctrine of the soldier's Oath, 8 Mandatory Army, Navy Trisila and uphold the Dharma Shanty Hree guidelines. Besides, cadets must have the provision of the latest scientific and professional skills naval soldiers in the scope of the initial assignment in Warship of the Republic of Indonesia (KRI) as well as a battalion of Marines. Furthermore, they also must have the provision of managerial and leadership capabilities as a potential leader of Army / Navy of the future. The AAL main tasks are aligned with the achievement of the vision of the Navy, namely the creation of the Navy a reliable and respected through the organization, system, device, and program and the education process ,

AAL is a university in the form of boarding school is a boarding school where all students study and live in a dorm AAL. With this pattern, the well-rounded education in science (academic), skills and attitudes (characters) that formed all obtained from AAL. Therefore, their activities are not only learning academic material either theory

or practice, but also how to behave in life with friends the other, with the personnel AAL ranging from members up to the top officials of AAL, in this case required habituation good attitude as provision of their future social life. Therefore education should pay attention to character education AAL cadets,

AAL as a form leaders of the Navy in the future, have a great responsibility to the quality of its graduates. When the high-quality graduates then the Navy in the future will experience a glorious period and vice versa. Vision Navy to be big, strong and professional will be achieved, one of them if the AAL able to produce high quality graduates, both of intellectual abilities, skills and character. Given that a person's character will color pattern of attitudes, course of action as well as the mindset of someone like John Dewey makes moral philosophy as the basis for developing theories of education. The basic concept of moral education of Dewey are moral considerations in the assessment process and practice.

Moral philosophy is a fundamental part of Dewey's theory of education. Dewey, like Peirce and James, held that creative imagination, reflective thought, and action should be central features of experimentation in education. In fact, the process of moral judgment of Deliberation or practice is a core concept for Dewey's moral education.

Based on the above, it is in the AAL is necessary to develop the patterns of education integrated character-based, to begin to consider the factors that affect the process of the formation of character Taruna up to assess the applicability of the characters that appear on Taruna in everyday life both on campus and in the family and society. With still trying to guide when known Taruna has not been able to practice good character as expected.

Character education has become a major issue in the national education system. National Education Day in 2011 has emerged a theme that reads "Character Education as a Pillar of the National Awakening; Earn Achievement uphold Budi Character ". In commemoration of the Minister of National Education (Education), Mr. M. Nuh said that starting in the 2011/2012 academic character-based education will serve as a national movement, starting from early childhood education (ECD) to the College, including education informal and non-formal. In a statement the minister said that the characters are trying to build not only a character-based self-glory alone but simultaneously build the character of glory as a nation and state of Indonesia , In Big Indonesian Dictionary character is defined as nature; psychological traits, morals or manners that distinguish one person to another, or in other words referred to as character ,

Education and character formation process is something that can not be separated. Character as a character, character, character, or personality is a result of the internalization process various virtues (virtues) who believed and used as a basis for perspective, think, act, and act , Characters show ways of thinking and behaving that is characteristic of each individual to live and work, both within the family, community, nation and state.

Given the importance of character education in shaping the good morals of Youth, it is important to develop a pattern in the AAL character-based education as an educational institution that prints candidate AL leader in the future.

Before we discuss about character education, we note the significance of education based Law of the Republic of Indonesia Number 20 of 2003 on National Education System (Education) is a business that is conscious and planned to create an atmosphere of learning and the learning process so that learners can actively develop her potential, to have the spiritual power

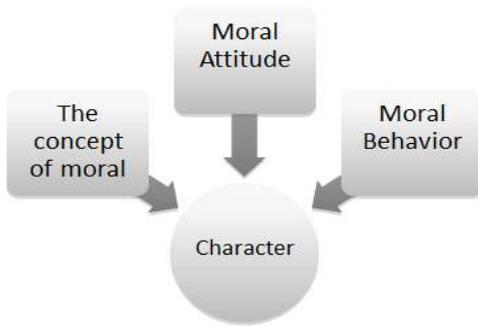
of religion, self-control , personality, intelligence, character, and skills needed him, society, nation and state. In this Act the implementation of compulsory education holds several principles, among others, education was held in a democratic and fair and not discriminatory to uphold human rights, religious values, cultural values, and the diversity of the nation with a systematic unity is open and the systemic. In addition, in its implementation should also go through the process of acculturation and the empowerment of learners that last a lifetime with an ex- ample, the willingness to build, and develop the creativity of learners. In Section 3, states that the national education serves to develop the ability and shape the character and civilization of the nation's dignity in the context of the intellectual life of the nation. That role is spelled out explicitly in the objectives of national education is to develop students' potentials to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible , Based on the function and purpose of national education, it is clear that education at all levels and types should pay attention not only form of intelligence but also shape the character of the students.

Strengthening moral education (moral education) or educational character (character education) in the current context is very relevant in addressing the moral crisis that is sweeping our country. Such crisis in the form of increased promiscuity, rampant levels of violence children and adolescents, crimes against playmates, theft teens, the habit of cheating, abuse of drugs, pornography, destruction of property of others until the cases of corruption and bribery has become a problem social, which until now could not be solved completely. Because of this, we see the importance of character education.

According Lickona (1991), deals with the concept of moral character (moral knowing), moral attitudes (moral feeling), and moral behavior (moral behavior). Based on these three components can be stated that the characters are well supported by the knowledge of the good, the desire to do good, and do deeds of kindness.

Simply put, the character education can be defined as any attempt to do for mempegaruhi character of students or learners. Lickona also explained that the definition of character is as a deliberate attempt to help someone so that one or the student can understand, pay attention, and do the ethical values at the heart of life.

Figure 1. Relationship Chart Component Characters



Moral development, Kohlberg's theory menurut is internalizing the developmental changes of behavior controlled externally into behaviors that are controlled internally.

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.

Kertajaya (2010) describes the character as a characteristic possessed by an object or individual. The distinctive feature is the original and rooted in the personality or the individual objects, as well as a symbol of an engine that drives how people act, behave, say, and respond to a case.

According Kartono and Gulo (1987) Dictionary of Psychology stated that the character is personality in terms of the starting point of an ethical or moral, for example a person's honesty, and is usually associated with basic human nature relatively fixed.

There are 18 grains of the values of character education delivered by the Centre for Curriculum Research and Development Agency Ministry of National Education, namely religious, Honesty, Tolerance, Discipline, Work Hard, Creative, Independent, Democratic, Curiosity, Excitement Nationality, Cinta Tanah Air, Rewarding Achievement, Friendly / Communicative, Love Peace, Joy of Reading, Environmental Care, Social Care and Responsibility.

Figure 2. Values Character Based on National Culture



Character education has been a concern to many countries in order to prepare the next generation of quality, not only for the benefit of individual citizens, but also for members of the community as a whole. Character education can also be interpreted as an attempt to deliberate on all dimensions of life that exists in educational institutions to assist the formation of character optimally to a student or students. Character education requires appropriate methods in its application for educational purposes can be achieved. Among the appropriate learning method is an exemplary method, habituation, and praise and punishment.

Civilizing Budi Character hereinafter abbreviated as PBP is an activity habituation positive attitude and behavior at school starting from primary school; for SMP, SMA / SMK, and special education school on the path starting from the orientation of students until graduation from the institution in question.

Basic implementation of PBP is based on the consideration that they neglect the implementation of value-niai humanitarian grounds stemming from Pancasila is still limited to the understanding of the value in the conceptual level, have not materialized into actual value in a fun way in the school environment or educational institution, families, and communities

Activity Growth Movement Budi Character in Education Institutions through habituation-conditioning, among others 1) cultivate moral values and spiritual; 2) develop national values and diversity; 3) promote positive interaction between learners and teachers and parents; 4) promote positive interaction between learners; 5) taking care of themselves and the school environment; 6) develop self-potential learners in their entirety; 7) Involving parents and communities in school

Figure 3. Character Development Model



Character education is placed as the basis to realize the vision of national development,

namely to realize a society that has high morals, ethics, culture, and based on the philosophy of Pancasila. It is both a bid to support the realization of the ideals as mandated by Pancasila and the 1945 Constitution Preamble. In addition, the problems faced by our nation today is more encouraging and the government's efforts to prioritize the education of characters as the basis for the development of education. The spirit was implicitly affirmed the National Long-Term Development Plan (RPJPN) 2005-2025, in which the government makes character development as one of the priority programs of national development. Implementation Guide Character Education Ministry of National Education will be used as Standard 1 in the development of parenting based on AAL karakter.

Efforts to establish the character according to the nation's culture is certainly not solely conducted in the school through a series of learning activities and out of school, but also through habituation (habituation) in life, such as: religious, honest, disciplined, tolerant, hard work, love peace, responsibility, and so on. Habituation is not only to teach knowledge about things that are right and wrong, but also be able to feel the value of good and bad, and is willing to do so from the smallest sphere like a family up to a wider coverage in the community. Those values need to be nurtured learners who will ultimately be a reflection of the nation of Indonesia. Therefore, school or educational institution has a very large role in the development of character education for the role of the school or educational institution as a center of cultural development approach civilizing through school (school culture),

Book Character Education Implementation Guide created by MONE is addressed to all parties at any educational institution both formal and non-formal through a series of planning, implementation and assessment is comprehensive. Planning at the unit level of education is essentially a strengthening in the preparation of Unit Level Curriculum (SBC). Meanwhile, implementation and evaluation of not only emphasizes the aspect of knowledge, but also attitudes and behavior that ultimately may form a noble character,

Based on the above guidelines, we can conclude that the implementation of character education: 1) not only done at school but in the family and society. This means that school parties must also cooperate with parents and community in menbentuk character of students; 2) done by habituation in life to cultivate the religious soul, honesty, discipline, tolerance, hard work, love of peace, responsibility, respect, and so on. This means that every teacher should

stimulate the learning activities of these characters appear as well get used to it to do so in each learning activity; 3) cultivated on learners who would eventually become a reflection of the nation of Indonesia. This means that character education should be provided from the levelmoral concepts (moral knowing), moral attitudes (moral feeling), up to moral behavior (moral behavior).

Level One: Reasoning Prakonvensional.

Reasoning Prakonvensional is: the lowest level in Kohlberg's theory of moral development. At this level, the child showed no internalization of moral values. Moral reasoning is controlled by external rewards like (reward) and penalties: a) Phase I. Orientation and ketaatanYaitu punishment: at this stage of moral reasoning is based on punishment and obedient children because adults requires them to obey; b) phase II. Individualism and tujuanPada this stage of moral reasoning is based on rewards (prizes) and his own interests. Children obey if they are to obey and when to best interests are obedient. What is true is what felt good and what is considered to produce the prize.

Level Two: Conventional Reasoning

Conventional reasoning is an intermediate level of individual internalization where someone is obeying standards (Internal) specific, but they do not obey the standards of others (external) such as the elderly or the rules of society. a) phase III. Norms InterpersonalYaitu: where one appreciates the truth, concern and devotion to others as the foundation of moral considerations. A child expects appreciated by the parents as the best; b) Level IV. Morality System SosialYaitu: where a judgment was based on understanding social rules, laws, justice, and duty; c) level Three: Reasoning Pascakonvensional. Namely: A higher-level thinking in which morality completely internalized and not based on other people's standards. A person familiar with acts of moral alternatives, explore options, and then decide on the basis of a code; d) phase V. People's rights versus the rights individualYaitu: values and rules are relative and that standards can vary from one person to another.

Affective is the ability of associated emotional aspects, such as feelings, interests, attitudes, adherence to moral and so on. Stages of development of attitudes (affective) by Bloom along with David Krathwol, among others: 1) Reception (receiving). Someone sensitive to a stimulus and a willingness to pay attention to the stimulus, such as the various stimulus given by the teacher; 2) Participation (responding). Levels include the willingness and readiness to actively pay attention and participate in an activity. This is stated in giving a reaction to stimuli that are

presented, including approvals, availability, and satisfaction in your responses. 3) Assessment or determination Attitude (valuing). The ability to provide an assessment of things and carry themselves in accordance with that assessment. Start formed an attitude, accept, reject or ignore. 4) Organization (organization). The ability to establish a value system as a guide and grip in life. For example, placing a value on a scale of values and guiding in acting responsibly. 5) Formation Lifestyle (characterization by a value).

The ability to appreciate the value of life, so that the private property (internalization) becomes a real handle and clear in arranging his own life. Has a value system that controls their behavior so as to be a characteristic of his lifestyle.

Based on the script while the Operational Guidelines Book Parenting Navy Midshipman which will be used as a standard 2 in the development of character-based parenting in AAL .. Parenting is one of the programs in the implementation of Midshipman AAL education with the aim to enable the officers of the Navy future leaders of the spirit of Pancasila and SaptaMarga and have the spiritual power of religion, self-control, personality, intelligence, character and skills needed him, society, nation and state. So that the implementation of the parenting program Taruna in AAL can be a place of investment, growth, development, and strengthening of character, or referred to as the cultivation of character as expected.

Cultivation character can be defined as an activity to process a character in a person in accordance with the desired character. In terms of the empowerment of character, character cultivation term is more appropriate than the formation of character. On the cultivation of character, individuals are more positioned as the subject of activity and take an active role while in the formation of character, people tend to be placed as an object that is passive activity.

Some of the objectives of the cultivation of character especially in the sphere of educational institutions has several objectives: 1) embed and develop the values of life that are considered important and perlu thus becoming the personality or ownership typical learners as values are developed; 2) correcting and erode the behavior of learners who do not conform with the values developed by the educational institution; and 3) strengthen a harmonious relationship with the family and community responsibility in acting collectively cultivating character.

Cultivation character in AAL should be able to facilitate the growth, development, and strengthening certain values so manifest in the behavior of students or cadets, both at the time

participating in education and after graduation education. Growth and development have meaning that cultivation of character in the sphere of educational institutions is not just a dogmatization value to learners, but a process that brings learners to understand and reflect on how a value becomes important to be realized in everyday behavior. Therefore, based on the results or output cultivation of character in the scope of educational institutions at all levels, or tiers, then graduated from that institution will have a number of typical behavior as the values referenced by the institutions.

METHOD

This research is the development of that the development pattern of character-based education in the naval academy. This study is descriptive, so including descriptive developmental research.

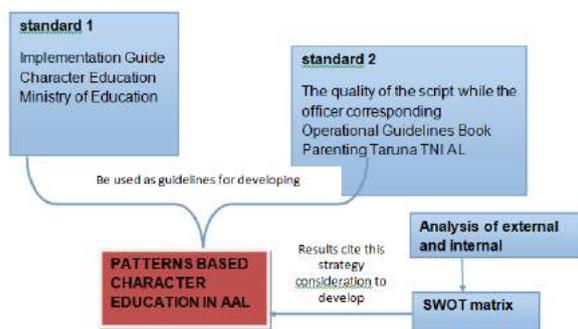
This study consisted of 2 (variable) is a pattern of character-based education and officers of the Navy are of high quality. Navy officer variable indicators of high- quality, user guide parenting AAL cadets are: 1) able to lead well in accordance with the principles of leadership AL; 2) spirit of Pancasila; 3) able to apply SaptaMarga; 4) has the spiritual power of religion as well as be able to uphold the oath of soldiers; 5) able mengendalian reproach myself for not doing (Hree Dharma Santhy) 6) having a good personality, according Tri Sila; 7) intelligence in the work and decision-making; 8) Noble / 6 pillars of ethics (honesty, honor, responsible, fairness, caring, citizenship); 9) have skills that menunjuang profession; 10) useful for himself, family, community, nation and state in accordance with the 8 compulsory military

Data taken in this research is data on indicators of officers of the Navy are of high quality, which is the source of the script while we take Implementation Guidelines for Parenting Books Midshipman Navy. As for the data on the pattern of the source of character education we take from Implementation Guide Character Education Ministry of Education and several litelatur that support is in the basic theory.

Based on the type of research that is descriptive developmental then analyze it according to SuharsimiArikunto way is by comparing with a criteria / standards that have been defined in advance at the time of preparing the study design. In this study were used as criteria / standards to develop educational pattern is a character-based Character Education Implementation Guide Ministry of Education, while the criteria for determining high-quality officers is a script while the Operational Guidelines Book Parenting Navy Midshipman.

Besides, this research analyzes also be combined with external factors and internal analysis (SWOT) in order to analyze internal and external factors that exist in the AAL for the development of character-based education pattern in the AAL. So that in addition to the expected results is appropriate based on the standards that are used also in accordance with the conditions of cadets AAL so it really can be applied (applicable).

Figure 4: Design Research



FINDING AND DISCUSSION

Character Education at Naval Academy

Naval Academy (AAL) as a first educational institution that produces graduates Officers of the Navy has a goal of educating cadets / Taruni become Officers of the Navy spirited fighters Pancasila and SaptaMarga and have the ability to use and practice the knowledge and skills according to the demands of the technical functions directed on the scope of work in the initial assignment in Warship of the Republic of Indonesia (KRI) and the Marine Corps battalion and be able to develop the person as a cadre of future leaders of the Navy.

In order to achieve the educational goals, the administration of education in AAL is divided into three aspects of activities, namely teaching, training, and parenting. The third aspect of this activity is an integral and round and intact and complement each other and depend on each other to produce students that professional.

Activity care itself is an integral part of the process mentioned above, other than for the purpose of achieving the establishment and development aspects of attitudes and behavior, activities of care must also be able to optimize the achievement of mastery aspects of knowledge and skills and mastery of aspects kesamaptaaan bodily accordance with the demands of the original purpose of education. Therefore, the perception in the AAL today that parenting is responsible for the formation of the character of the cadets it is wrong.

AAL character education in a boarding school is not new, but it is a thing long ago been implemented specifically in the care factor which is the direct responsibility of the regiment commander (danmen). Therefore, some concepts about the character already exists in the AAL, including:

Three domains of ability cultivation of character, namely a) Excellence. Excellence is the attitude that allows one to always give their best in every opportunity and his work. Someone who has the attitude of excellence will always be a role model of society because the people generally believed to be a leader in its field; b) professionalism, Professionalism is an attitude of discipline in the profession and the desire to always better in the developmental process of self in everyday life. professionalism as well as discipline in the profession that encourages a person to behave appropriately and in accordance with the circumstances and have sufficient capacity or look for a solution in the face of a problem; c) ethics, Ethics is the internalization of values is the key to being a human being who has the nobility of character. Ethical values are grouped into six pillars as follows: a) the first pillar, trustworthiness (honesty). Accustom to boldly defend the truth and do not lie; b) the second pillar, Respect (honor). Familiarize apply respectful towards others; c) the third pillar, Responsibility (responsibility). Familiarize discipline and responsible for the choices made and think before acting; d) the fourth pillar, Fairness (Justice). Familiarize not negatively prejudiced and do not blame others carelessly; e) the fifth pillar, Caring (concern). Familiarize act with compassion and caring for others; f) pillar sixth, Citizenship (nationality). Familiarize active role in developing the community or the environment.

The third domain of ability cultivation characters mentioned above, Excellence, Professionalism, and Ethics AAL currently only tend towards the establishment of professionalism in self Taruna, the pattern of education is based on the development of science and technology. This resulted in a process of education that is stagnant or not dynamic. The lack of emphasis on the values of Ethics made a phenomenon where a decline in military attitudes and mental kejuangan yourself Taruna. The decrease in military stance and mental kejuangan this will cause effects on the development of human resources in the Navy completely and thoroughly with implications for not optimal educational process starting from cultivation of character, professional development, and sustainability attitude to always provide the best career path

Stages Character Cultivation

Stages of cultivation of the characters in the current AAL refers to the philosophy of agriculture which is then applied to the process of planting code on Midshipman AAL and through the stages starting from: 1) goal setting, which sets the type of plants to be cultivated or processed, are perennials, ornamental plants or other crops. Setting goals for a preliminary and important, because of negligence and mistakes in setting goals can result in losses that do not. Associated with the cultivation of character, then at this stage should be determined beforehand what type of character that will be implanted or internalisasikan of the individual self; 2) selection and seed selection, namely the activities of choosing or selecting a variety of seeds to obtain a superior kind. Superior seed will largely determine the quality of future plant and if there is a kind of poor seed, the crop yield is finally not as expected. Associated with the cultivation of character, at this stage should really be considered the selection of individuals for potential cadets who excel; 3) land management, that all efforts are aimed at conditioning the land so that the land becomes fertile and ready for planting. Associated with the cultivation of character, then at this stage necessary to create circumstances conducive and the active role of all parts of the system that enables the growth of the individual with good character; 4) planting seeds, ie planting of seeds that have been selected into the planting medium or land that has been managed well. At this stage to consider the factors that may affect the quality of crops, such as patterns, techniques and planting the correct way. Associated with the cultivation of character, this phase is planting activities or internalisai values on the individual who has been selected in an environment that is conducive to growth and development; 5) treatment plant, ie activities directed to keep the seeds that have been planted still grow in good condition, for example by means of regular watering, weeding of weeds or weeds or spraying pesticides to kill pests. Associated with the cultivation of character, after the values instilled or internalized in the individual, then at this stage should be maintained so that the values of these growing figures and protected from the influence of negative values; 6) fertilization, an effort that is intended to grow the plants become more fertile by providing care in the form of artificial or natural fertilizer to the fields. Associated with the cultivation of character, in order to internalize the value of the flower-growing, better yet, it is necessary efforts to improve the environmental conditions conducive and contributive.

Of the six stages in the process of cultivation characters trying to apply to parenting Midshipman AAL currently there is a mismatch in the stages of Election and Selection Seed giving rise to the conclusion that the process of selection and seed selection is not really objectively in finding a seed or varieties as Midshipman AAL candidate. Of these stages resulted in a decreased quality of human resources, namely Taruna who will enroll in AAL thus impacted on optimal process of forming the character on Midshipman AAL to realize the officers of the Navy a reliable, respected, and have the particularity that they have the knowledge, the mental character kejuangan, and kesamaptaan good body.

Analysis of Factors Affecting Youth Character Education in the AAL

Factors that influence the character education Taruna in AAL not be separated from the 10 educational component AAL namely: 1) curriculum, 2) Package Instruction, 3) Educators, 4) educational personnel, 5) cadets, 6) Alins / alongins, 7) teaching methods, 8) evaluation of education, 9) educational facilities, and 10) the education budget. In this analysis, these factors grouped into external factors and internal factors.

External factors

Opportunity / Opportunity (O)

The Government of Indonesia in this regard through the Ministry of National Education has published officially Character Education Implementation Guide book that starts from the lowest level, ie elementary school (SD) to the level of Higher Education. Given this guide, it is expected of character education in Indonesia is conducted on an ongoing basis. This implies that the process of developing character values is a long process that starts from the beginning of learners entered until completion of an educational unit. Indeed the process is a process of strengthening and consolidation of previous education or an educational process from the lower to higher education. (Code: O1)

The government has launched a program to the Golden Generation 2045. From the government's program is expected to be the character of the golden generation will have a positive attitude, mindset essential, normative commitment, and competence abilitas that are based on Intelligence and Emotional Spiritual Quotient (IESQ). A positive attitude is the representation of the behavior of Pancasila values and human values. Essential mindset is behavior that is not only based on rational considerations and empirical evidence, but also through suprarasional. Normative commitment is faithfulness or loyalty based on the spirit within

the person or internal. Abilitas competence is the embodiment of professionalism at the level of the art of leadership and military fields. And IESQ is as an educational program focusing on the development of intelligence of learners holistic or comprehensive. (Code: O2)

Experts from developed countries such as Britain and the United States have been conducting research and development of character education (character education) since the start of the 20th century or the 1900s. They highlighted the importance of character education that began at an early age or begin elementary school (elementary school) (Snedden, 1918). They also emphasized that character education will always be associated with the planting of moral values, ethics and good behavior (Arthur, 2005). Character education must be given by all subjects, the process of self-development, and cultivated through education unit. Character education must be present in each of the activities curricular, extracurricular and curricular. (Code: O3)

Threat / Threat (T)

The decline in patriotism and waning awareness in the life of the nation on the individuality of the people of Indonesia. This gives a negative impact on the implementation of character education programs. The fact that there is in today's society is quite alarming where horizontal and vertical conflicts characterized by violence and unrest appeared in all regions in Indonesia. A stronger sense of regionalism and primordialism that tend to threaten the disintegration of the nation. Rampant corruption, collusion, and nepotism do not show reflux on the contrary it is growing as well as the forms of democracy are excessive and lead to forms of anarchism. (Code: T1)

Still limited understanding of the educators in general and in particular the Navy personnel who were in the educational institutions to implement character education programs pengembangkan this. The world of education that exists today show very alarming thing was striking where moral decadence among students. Behavior crashing ethical, moral, legal and common. A small example is often the case in the world of education today is the habit of "cheating" at the time of the exam. The desire to graduate and get a good value with a convenient way and without causing the students hard work trying to find and get an answer in a way unethical or all kind of ways. They tried to find a "leak answers" from multiple sources to get a graduation or a good value. The other thing is the assessment of students who are institutional initiated by teachers and school leaders who carried out systemically, the form of engineering

or conditioning may be one example of the obstacles in the business application and development of this character education. (Code: T2)

Internal factors

Strength / Strength (S)

AAL education curriculum compiled by a team of Disdik, AAL and from korpschip each corps. So it can construct in accordance with the needs of the navy, including if you want to incorporate character education into the curriculum AAL. (Code: S1)

The learners in this case is Midshipman AAL who already have a basic karakter good that has been cultivated since the early and sustained from the family environment, primary, secondary and communities until they enter into Midshipman AAL, making it easy for educators in AAL to drive to better characters. (Code: S2)

The existence of a psycho test during the recruitment of cadets, this can be used as media selection in choosing cadets who have basic personality that allows developed a cadet of a good quality. (Code: S3)

Alins / alongin in AAL representative, was very supportive when we implement character education of cadets. (Code: S4)

Their edutainment method used by the department's leadership now in providing leadership in cadets training material can be used as the basis of the development of character-based education methods in the AAL. (Code: S5)

Their evaluation and value specifically for the care / personality can be used as the basis for developing an evaluation and assessment of character-based education of cadets in AAL. (Code: S6)

Their facilities as well as budget support in developing character-based education in the AAL. (Code: S7)

Weaknesses / Weakness (W)

Still have not found pengembangkan design curriculum that integrates the teaching and practice with parenting. (Code: W1)

Not all gadik / lecturer AAL understand that the lecturer is also responsible for educating / cultivate good character of cadets when they teach. (Code: W2)

Educators are also many who do not understand even he was impressed really do not feel that perlakukannya also affect the growth of the character of cadets. (Code: W3)

The learners in this case is Midshipman AAL who already have a basic karakter ugly that has been cultivated since the early and sustained from the family environment, primary, secondary and communities until they enter into Midshipman AAL, making it very difficult for

educators in AAL to direct to better characters. (Code: W4).

Strategies Youth Character Education in the AAL

Factor analysis obtained several external opportunities (O) and threats (T), while for the internal factor analysis obtained some strengths (S) and weaknesses (W). Furthermore, to determine strategies for character education in the AAL cadets of factors Opportunities (O), threats (T), Strength (S) and weaknesses (W) mapped into the SWOT matrix , as follows :

Figure 5. SWOT matrix

| | | |
|--|--|---|
| IFAS | STRENGTHS Factors strength (S1, S2, S3, S4, S5, S6, S7) | Weaknesses The factors of weakness (W1, W2, W3, W4) |
| EFAS | | |
| Opportunities Factors opportunities (O1, O2, O3) | STRATEGY SO Create a strategy that uses the power to take advantage of opportunities | WO STRATEGY Strategies that minimize weaknesses For taking advantage of opportunities |
| Threats Factors threats (T1, T2) | STRATEGY ST Strategies that use the power to overcome threats | STRATEGY WT Strategies that minimize weaknesses and avoid threats |

Based on the SWOT matrix, is obtained several educational strategies characters in AAL as follows:

SO strategy

Based on the book Implementation Guide Character Education that starts from the lowest educational, namely Elementary School (SD) to the level of Higher Education, and some references of character education in developed countries, then in compiling curriculum AAL need to incorporate education Characters in Government support programs that have been launched a program towards the 2045 Golden Generation, with characters having a positive attitude, mindset essential, normative commitment, and competence abilitas that are based on Intelligence and Emotional Spiritual Quotient (IESQ).

Optimizing the recruitment Taruna psycho tests, in order to receive the cadets who already have a foundation of good character making it easier for educators in AAL to drive cadets to better characters.

Optimizing Alins / alongin using various methods of character education one of them with methods edutainment in realizing the government's program to form the character of the golden generation.

Optimizing evaluation and parenting values / personality, in favor of developing character-based education of cadets at the AAL.

ST strategy

Kabangsaan include material in character education of cadets to overcome Decreasing patriotism and waning awareness in the life of the

nation on the individuality of the people of Indonesia.

Engaging Gadik AAL who have the educational background san undergraduate Psychology Graduate Education for the training of character education to overcome the still limited understanding of educators AAL to implement character education programs pengembangkan this.

WO strategy

Using the guidelines of the Ministry of National Education is Character Education Implementation Guide book that starts from the lowest level, ie elementary school (SD) to the level of Higher Education to find pengembangkan design curriculum that integrates the teaching and practice with parenting.

In a meeting gadik / lecturer AAL should be equated perception and understanding that lecturers are also responsible for educating / cultivate good character of cadets when they teach.

Gadik or officers also need to give guidance to educators on the understanding that education personnel will also affect the growth of the good character of the cadets it is expected to be an example of good character education personnel.

WT strategy

Provide a shared understanding of the responsibility of Midshipman AAL character education at every possible opportunity leadership provides direction so that everything can be mutually supportive in character education in the AAL.

Minimize the tolerance on Taruna psycho test results at the time of recruitment.

Based on various details of the strategy that appears above, shows that the main strategies that will be implemented is "designing pengembangkan pattern character-based education in the AAL and the inclusion in the integrated curriculum of teaching, training and upbringing".

Pattern-Based Character Education In AAL

Based on the design of the study above, that in order to develop a pattern of character-based education in the AAL using 2 standard ie Implementation Guide Character Education Ministry of National Education and the script while Operational Guidelines Book Parenting Midshipman Navy and consider strategies that emerged from the analysis of external factors and internal factors , Then following the analysis of the factors mentioned above.

Based on Implementation Guide Character Education Ministry of Education as the standard

There are guides the implementation of character education, namely a) not only done at school but in the family and society. This means that school parties must also cooperate with parents and community in menbentuk character of students; b) done by habituation in life to cultivate the religious soul, honesty, discipline, tolerance, hard work, love of peace, responsibility, respect, and so on. This means that every teacher should stimulate the learning activities of these characters appear as well get used to it to do so in each learning activity; c) cultivated on learners who would eventually become a reflection of the nation of Indonesia. This means that character education should be provided from the levelmoral concepts (moral knowing), moral attitudes (moral feeling), up to moral behavior (moral behavior).

Based on the script while the Operational Guidelines Book Parenting Navy Midshipman standard sebgai 2, In line with the New Paradigm Navy "World Class Navy" , AAL has drawn up a program leading to the development of the Navy officer who has the global capabilities and character. These guidelines are guiding the future of the Navy were not only able to build a defense system but also enhance human resources, organizational capabilities, and the ability of operational reliability. AAL also support and follow new paradigm "World Class Navy" to implement the development program "World Class Naval Academy" in order to have equality with naval academy of other developed countries. The ability of officers of the Navy are of high quality, are 1) able to lead well in accordance with the principles of leadership AL; 2) spirit of Pancasila; 3) able to apply SaptaMarga; 4) has the spiritual power of religion as well as be able to uphold the oath of soldiers; 5) able mengendalian reproach myself for not doing (Hree Dharma Santhy); 6) having a good personality, according Tri Sila; 7) intelligence in the work and decision-making; 8) noble/6 pillars of ethics (honesty, honor, responsible, fairness, caring, citizenship); 9) have skills that menunjang profession; 10) useful for himself, family, community, nation and state in accordance with the 8 compulsory military

Based on the analysis strategy with SWOT matrix, obtained some strategy with the strategy is to "design the pattern pengembangan character-based education in the AAL and the inclusion in the curriculum, integrated between teaching, training and upbringing".

The 2 strandart based on existing and emerging strategy analysis, the "pattern-based Character Education in AAL" was designed as follows:

legitimacy

Character education is explicitly included in the educational curriculum AAL integrated with teaching and training, written in the framework of the Basic Lessons (RPP) and in Education Events (AP), hereinafter also should be enshrined in Events Teaching Unit (SAP) that was developed by the lecturers.

With reference to the implementation of education kaakter in SBC as below:

| IMPLEMENTATION OF CHARACTER EDUCATION UNIT LEVEL EDUCATION CURRICULUM (SBC) ² | | |
|---|-------------------------------|---|
| 1 | Integration in Subjects | Developing Syllabus and Learning Programme Plan (RPP) on the competencies that are tailored to the values of the characters to be applied |
| 2 | Integration in Local Content | <ul style="list-style-type: none"> • Defined by Education Unit • Competencies developed by Education Unit |
| 3 | Activity Personal Development | <p>Civilizing and habituation</p> <ul style="list-style-type: none"> • conditioning • routine activities • activity spontaneity • exemplary • programmatic activities <p>Extracurricular Sports / Yanus</p> <p>Counseling guidance Provision of services for learners who have problems</p> |

Stages of character education

moral concepts (moral knowing).

The concept of morality is explained by a) lecturers in teaching or in exercises that are relevant to the material being taught or dilattekkan; b) leader in care during hours commander or directives relevant to the topic of his direction; c) caregivers in parenting time in the regiment, periodically and regularly scheduled explanations of moral concepts so that all moral concepts that produce high-quality officers were taught; d) family / post cruise as they cruise, for the moment face to face parents need to be given the common perception that the family is also responsible for forming the character of cadets.

moral attitudes (moral feeling).

In shaping the moral feeling, need to be conditioned as they never notice these things, this can be done by the method of playing the role (Role Playing), visits, observations and even active participation so that they are able to feel that the moral attitude that emerged with such stimuli.

This activity can be given by lecturers, leaders and caregivers, but through perception and giving guidance or exercise moral feeling implementation techniques

moral behavior

In shaping the moral behavior, need to get used to do it consistently until it becomes a habit so it will be a good moral character. Because the

daily life of cadets in the regiment, then in control to get consistently good morale is a caregiver in the regiment, but without the support of other caregivers the moral formation of this behavior will not be achieved. Lecturer in teaching is also responsible to familiarize cadets morality, leaders also matching. For that we need to optimize the care evaluation in the evaluation process of the formation of character and the right to provide not only the caregiver in the regiment but also the leaders of AAL and the lecturers.

Model pattern character-based education in the AAL

The policies are created to implement the necessary pattern-strategy rests on the top good strategy SO, ST, WO and WT adapted to the circumstances that support. Such policies include a) when recruitment or Selection and Seed Selection applying a high objectivity mainly on the results of psycho so the process goes well with do not take into account the sponsorship or kinship in recruitment. Then on the other possibility is to give strict punishment to violate commitments implementing the selection of the selection process clean or objective. Whereas other things that can be done by the AAL is to involve external or surrounding environment to monitor and become a benchmark on a selection process, but not as an intervention agency selection process. An example is the selection of health through hospitals or public laboratory, psychological tests through an independent agency or through the Human Resources Development Assessment Center, and other tests are compared with independent institutions, not only through internal agency which has been owned by the Navy; b) providing common perception to the lecturers, leaders, caregivers and parents about educational responsibilities Midshipman AAL character at every possible opportunity leadership provides direction so that everything can be mutually supportive in character education in the AAL; c) optimizing Alins / alongin in AAL using various methods of character education one of them with methods edutainment in realizing the government's program to form the character of the golden generation; d) optimizing evaluation and parenting values / personality, involving faculty and leaders in every judgment in the process of formation of attitudes, in favor of developing character-based education of cadets at the AAL; e) Kabangsaan include material in character education of cadets to overcome Decreasing patriotism and waning awareness in the life of the nation on the individuality of the people of

Indonesia; f) engaging Gadik, caregivers and AAL leaders to attend the briefing or training to address the character education is still limited understanding of educators and caregivers AAL to implement character education programs pengembangkan this.

CONCLUSION

Character education at the Naval Academy has been used since as a college in the form Boarding School just need to improve their parenting patterns.

In revising the curriculum that will come must incorporate character education into the curriculum is integrated with teaching and training, ranging from a RPP as the format above.

Factors affecting Taruna character education, can not be separated from the 10 educational component, which is then analyzed based on external factors and internal factors.

Strategies that are effective in educating cadets in order to have good character are some strategies are SO, WO, ST and WT, with the core strategy "design development pattern character-based education in the AAL and the inclusion in the curriculum, integrated between teaching, training and nurturing"

The pattern of character-based education in order to form officer AAL AAL high quality, can be seen in Figure: 3

SUGGESTION

Before the script while the script while the Operational Guidelines Book Parenting Academy cadets of the Navy, first perfected adapted to the pattern of character-based education in this AAL thus be in line.

Encourages the government to accelerate the implementation of character-based education program at the level of Higher Education or equivalent. AAL order to carry out its main task with achieving maximum results related to the pattern of development efforts and its education system.

Coordination and cooperation between universities, educational institutions and skills, as well as research institutes and more intense development in order to achieve the objectives of the government's program to produce a golden generation in the year 2045.

The emphasis back to the entire community of values characters based on the culture of the nation and the essence of the nation of Indonesia as an island countries to realize the vision of maritime countries (Indonesia as Axis World Maritime), associated with the orientation of the national defense system in general and the

challenges of the task performed by the Navy in the future in particular.

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DEVELOPMENT STRATEGY OF EARLY CHILDHOOD TEACHERS PROFESSIONALISM TO IMPROVE EDUCATION QUALITY

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ABSTRACT

Early childhood education aims to help students develop a range of both psychological and physical potentials which include moral and religious values, social, emotional, cognitive, language, physical or motor skills, self-independence and art to be ready to enter primary education. Therefore, the Early Childhood Education plays an important role in children's education through Early Childhood Education; children can be taught by the teacher. The task of the teacher is to help students to be able to adapt to the challenges of life as well as the insistence that developed in them self. Competencies required of teachers, namely: pedagogical competence, personality competence, professional competence and social competence. Professional teachers can be proved with its competence shall promote the establishment process and product performance to support the improved quality of education.

Keywords: *development strategy, professionalism of early childhood teachers, education quality*

Early childhood education is one form of organization of education that focuses on laying the foundation toward growth and physical development (coordination of soft motoric and rude motoric), intellect (the intellect, creativity, emotional intelligence, spiritual intelligence), social emotional (attitude behavior and religion), language and communication, according to the uniqueness and the developmental stages through which early childhood (<http://id.wikipedia.org/wiki/pendidikan>). Kindergarten is one form of education for children an early age to prepare children enter further education. Early childhood education has a big share in the education of the next generation; in an effort to improve the quality of early childhood education takes the role of teachers.

Teachers have a position as professional workers, especially in formal way for early childhood education, position of teachers as professionals is working to increase the dignity and role of teachers as learners agent in improving the quality of national education. According to Jannah (2013) Early Childhood Teachers should be able to undergo the appropriate procedure profession, ethics and science and have an ethos and resulted in several innovations for early childhood development. With regards to the teaching profession as educators in early childhood, there is one problem that needs to be addressed, among others, is a matter of educational qualifications is still not meet the requirements, most of which have qualified early childhood teacher education and basic skills vary. While the Government

Regulation No.19 of 2005 requires that educators in early childhood education have a minimum education qualification of Diploma IV (D-IV) or Bachelor (S-1). Therefore, the teacher as early childhood educators need to improve their qualifications in order to meet the requirements.

The low qualification of teachers as educators the ability of early childhood affect the low quality of education and learning. In an effort to improve the quality of the learning takes some teacher's competence, namely: pedagogical, professional competence, personal competence and social competence. If in the process and outcomes of education can result in a quality early childhood, it is influenced by the quality of education as well as teachers of the teachers.

DISCUSSION

Demands Early Childhood Teacher Qualifications

Based on the Indonesian Government Regulation No.19 of 2005 Article 28 On National Standards Teachers and Education Personnel, stated that the teacher / educator must have academic qualifications and competence as agents of learning, physical and spiritual health as well as having the ability to achieve national education goals. Academic qualification in question is the minimum educational level to be met by educator and evidenced by diplomas and certificates of expertise that relevan accordance with the provisions of applicable law. Academic qualifications required for teachers / early childhood educators is the minimum undergraduate (S1) with a background of higher

education in the field of early childhood education, other education, or psychology and has a professional certificate for early childhood teachers.

Early Childhood Teacher Competence

Referring to the Regulation of Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 Appendix 2 National Standards Early Childhood Education. Early Childhood Educator Competencies (ECD Teacher, Teacher Assistants, Teacher Assistants Easy). Early childhood educators must have 4 competence, namely 1) pedagogy competence, include the ability to: (a) Organize the developmental aspects in accordance with the characteristics of early childhood, (b) to analyze the theory of play, according aspects and stages of development, needs, talents and interest in early childhood, (c) designing activities early childhood development based curriculum, (d) Carrying out development activities that educate, (e) Utilizing technology, information and communication for the benefit of the implementation of development activities that educate, (f) developing the potential of early childhood to actualize themselves, (g) communicate effectively, empathetic and polite, (h) Organize and make the assessment report, the evaluation process and the children's learning, (i) Determine the scope of the target assessment process and learning outcomes of early childhood, (j) Using the results of the assessment, development and evaluation of programs for the benefit of early childhood development, (k) Imposing measures reflective, corrective and innovative in improving the quality of the process and results of early childhood development; 2) personality competence, include the ability to: (a) Acting in accordance with the norms, religious, legal, social and national culture of Indonesia, (b) show yourself as a person who is honest, noble, and a role model for young children and the community, (c) show yourself as a person who is steady, stable, mature, wise, prudent and dignified, (d) shows the work ethic, responsible high, confident, and proud to be a teacher, (e) Uphold the code of ethics of teachers; 3) professional Competence, include the ability to: (a) Developing materials, structures, and the concept of science that supports and is in line with the needs and stages of early childhood development, (b) Designing creative activities are developmentally appropriate early childhood, (c) Developing professionalism in a sustainable manner by performing actions reflective; 4) social Competence, include the ability to: (a) Be inclusive, acting objectively, and not discriminative for consideration of gender,

religion, race, ethnicity, physical condition, family background, and socioeconomic status, (b) Communicate effectively, empathetic and polite with fellow educators, staff, parents and the community, (c) Adapting the social diversity of Indonesian culture, (d) Establish communication profession.

Strategy Improving Teacher Professionalism Early Childhood Education

Increased professionalism of early childhood teachers must continue to develop the profession of early childhood teachers, because teachers early childhood professionals highly coveted at this time, in an effort to prepare human resources berkualitas. According Suparlan (in Yufiarti, 2009) there are 7 programs improving the professionalism of teachers, namely: (a) Selection process. Selection of the candidates are based on good quality general education, social behavior are unacceptable and have the talent to teach. (B) Preparation beginning. This early preparation include: a high level of education in a broad general education, specifically in the subject they teach, have insight into the principles of science education, pedagogical deep understanding. (C) apprenticeship. Apprenticeship supervised the systematic variation in sharing learning tasks. (D) certification, the teachers must be certified as a teacher. (E) Improvement of career. Career advancement implemented systematically and continuously to provide the insight, and the various techniques in accordance with the demands of a career. (F) The attitude and responsibility. As a teacher's professional workers have ethics and behavior, oath of office, have a sense of fun learning, interested in self-improvement, committed to their life styles, and gained enlightenment career. (G) related to the status and social recognition of the teaching profession, incentives and reward systems and a commitment to the teaching profession and learning.

Being Early Childhood Educator Professional

Someone who will not stop finishing professional duties make various works and he will always be active learn, transform themselves into a professional. Professional teachers will say that he must continue to learn and work to make himself as a professional teacher. According Marrison (in Yufiarti 2009) are several ways to do a teacher to become a Professional Teacher is as follows: (a) Seek experience with a wide range of early childhood in various school environment, (b) be honest Analyze your feelings and your attitude toward children, (c) be honest to instill in yourself that every child has the ability to learn, (d) Always eager to improve and increase

knowledge, (e) Test your ability to become an educator Early Childhood dedicated, (f) adjust yourself with the various changes in the demands of society, (g) Do not hesitate to try different methods or media or learning strategies are new to attempted in their students, (h) Always enthusiastic in teaching and learning so that it can affect the spirit of the students, (i) Be open if there are people or people who want to visit your place of teaching, because early childhood teaching profession is not a profession that is closed to the public.

CONCLUSION

Early childhood teachers should have academic qualifications and 4 competence to achieve national education goals, competency of teachers in early childhood education, namely: pedagogical competence, personal competence,

professional competence and social competence. Early childhood teachers professional competence is the most important factor in implementing early childhood programs are of very high.

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PRIMARY TEACHERS' UNDERSTANDING OF THE INCLUSION RELATIONS OF QUADRILATERALS

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ABSTRACT

The aim of this study was to investigate the primary teachers' understanding of inclusion relations of quadrilaterals, especially parallelogram. This descriptive study was conducted with 14 primary teachers in Kanisius Demangan Baru Primary School in Yogyakarta, Indonesia. Data were collected during a workshop that is was aimed to develop primary teachers' mathematics ability in geometry. Data were analysed using the framework of Van Hiele. Findings showed that in the beginning of the workshop most of the teachers are likely to recognise quadrilaterals primarily by prototypical examples. Therefore they got difficulty in understanding the inclusion relations of quadrilaterals. Based on the analyses of the written test gathered at the end of the workshop, it was found that many teachers are struggling in understanding the inclusion relation of quadrilaterals.

Keywords: inclusion relations, quadrilateral, primary teachers.

Classification of quadrilaterals is one of the mathematics topics taught in elementary school. In classifying quadrilaterals, children and also teachers should comprehend the class inclusion of quadrilaterals. Understanding class inclusion is the ability to have an overview of relationships among figures and it is important to support students' deductive reasoning (Currie & Pegg, 1998).

In mathematics education, the Van Hiele theory describes the different levels of understanding through which students progress when learning geometry. The basic idea of the theory is that a student's growth in geometry takes place in terms of distinguishable levels of thinking. This study is attempting to answer the question: "how well do primary teachers understand the hierarchical classification of quadrilaterals?"

Studies has shown that preservice teachers' content knowledge on quadrilaterals is not at the expected level (Paksu, Pakmak, & Iymen, 2012; Çontay & Paksu, 2012). Moreover, preservice teachers generally use partition classification while classifying quadrilaterals (Turnuklu, Gundogdu Alayli & Akkas, 2013). These studies imply that it is important to investigate primary teachers' understanding of the inclusion relations of quadrilaterals.

Hierarchical class inclusion is the classification of a set of concepts in such a manner that the more particular concepts form subsets of the more general concepts (de Villiers, 1994). Moreover de Villiers (1994)

stated that hierarchical classification helps people to define concepts or formulate theorems economically, simplifies the deductive systematization and derivation of the properties of more special concepts, contributes to problem solving process, and serves a global perspective. The hierarchy is built up, like a tree, from its trunk into branches that are special shapes of quadrilateral and as the tree grows, one finds greater specialization (Craine & Rubenstein, 1993). From the quadrilateral hierarchy, characteristics of quadrilaterals are inherited through the generations. de Villiers (1994) stated that hierarchical classification is more useful than a partition classification and he presented the parallelogram hierarchy below (Figure 1) to describe the mathematical processes of generalization and specialization.

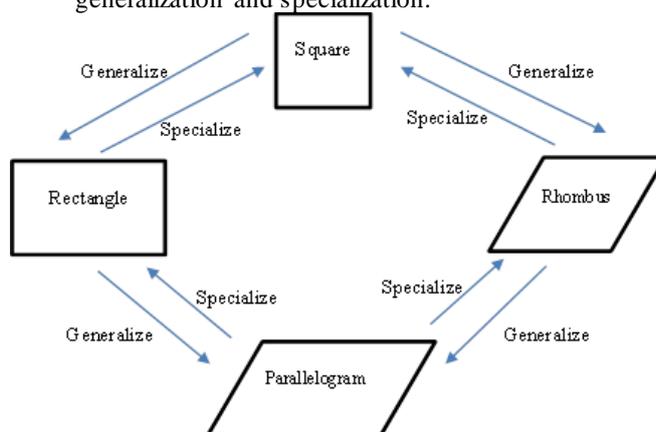


Figure 1. Hierarchical Classification of Parallelogram

From the classification, people could start with the most special shape, a square, and generalize rectangle and parallelogram

consecutively. For example, the rectangle can be generalized from the square by deleting the properties that all sides must be equal. People can also start from the more general shape and specialize to a new concept by demanding additional properties. For example, the square can be specialized from the rhombus by requiring the additional property of equal angles.

In contrast to hierarchical classification of quadrilaterals, there is a possibility to classify quadrilaterals with a partition classification (de Villiers, 1994). In the partition classification, squares are not rhombi, and rectangles and rhombi are not parallelogram (illustrated in Figure 2).

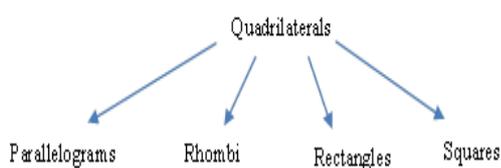


Figure 2. Partition Classification of Parallelogram

According to the Van Hiele theory, students should have a meaningful learning by exploring rich experiences of geometric ideas to move to a higher level of sophistication which correspond to the Van Hiele Levels. The Van Hiele levels describe the way that students reason about geometric ideas. Below the descriptions of Van Hiele levels based on Fuys, Geddes & Tischler (1988) and Çontay & Paksu (2012): Level 0. Visualization: Students identify, name, compare and operate on geometric figures based on their appearance. At this stage, the students solve a problem by operating on shape visually and they cannot make generalizations. Level 1. Analysis: Students analyze figures in terms of their components and relationships among components. At this stage, the students are able to discover properties/rules of shapes empirically, but they cannot explain the relationship among properties of a figure.

Level 2. Abstraction: Students are able to explain the relationship of previously discovered properties/rules using informal deductive arguments. However, at this stage they cannot understand the meaning of these deductions in axiomatic sense.

Level 3. Deduction: Students prove theorems deductively and establish interrelationships among networks of theorem. At this stage, they can prove the axiomatic relations by giving formal deductive arguments.

Level 4. Rigor: Student establishes theorems in different axiomatic systems and

analyzes/ compares these system. From the Van Hiele levels, it is clear to see that the development of class inclusion occur at Van Hiele Level 2 (Fuys, Geddes & Tischler, 1988; Çontay & Paksu, 2012).

METHODS

This study was a descriptive study investigating the primary teachers’ understanding of inclusion relations of quadrilaterals, especially parallelogram. This study was conducted with 14 primary teachers in Kanisius Demangan Baru Primary School in Yogyakarta, Indonesia. Data were collected during a workshop that is aimed to develop primary teachers’ mathematics ability in geometry. In the workshop, the researchers posed many questions related with properties of square, rectangle, rhombus, and parallelogram. Through these activities, the teachers were expected to relate the properties of a figure and also among figures.

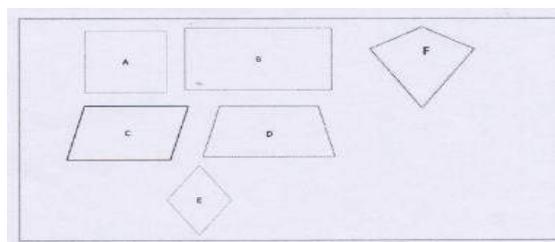


Figure 3. Quadrilaterals in Written Task

In this study, the teachers were given a written task about class inclusion of parallelogram and the data were analysed using the framework of Van Hiele. Mainly in this study, the teachers were faced with the following questions: 1) what figures are parallelograms? (give your reason); 2) is a square a rectangle? (give your reason); 3) do the interrelationships among quadrilaterals need to be taught to students?

FINDINGS AND DISCUSSION

Identification Sufficient Conditions for a Parallelogram

Based on their written answer, it is found that 9 (64%) of the participants could identify that figures A, B, C, and E (figures in number 1) are parallelograms since they have two pairs of parallel sides. Moreover they can identify that figures F and D are not parallelograms since the opposite sides are not parallel. 1 (7%) of the teachers stated that all of the figures are parallelograms except trapezium. 3 (22%) of the primary teachers claimed that all figures are parallelograms because satisfy the properties of parallelogram. The remaining 1 (7%) did not give a clear answer, the teacher only stated that not all of the figures are parallelograms, without mentioning the figures which are not included parallelogram.

These findings show that many of the teachers used the properties of having two pairs of parallel sides which are the sufficient conditions of a parallelogram. That means these primary teachers reached 2nd Van Hiele geometric thinking level. However, there are four teachers who put kite or trapezium into parallelogram group were at Van Hiele Level 0 to 1.

Relationships Between Squares and Rectangles

From the teachers' answer on the second question, it is found that 4 (29%) of the teachers could identify that a square is a rectangle because a square is a special form of a rectangle in which all sides are equal. This answers show teachers' understanding about inclusion relations of quadrilaterals, especially rectangles. The phrase 'a square is a special form of a rectangle' indicates that these teachers understand that squares are subset of rectangles. Moreover, 1 (7%) of the teacher stated that a square is a rectangle because square has four right angles. This answer indicates that this teacher can identify the necessary and sufficient characteristic of a rectangle, that is has four right angles. Therefore, these teachers can reach 2nd Van Hiele geometric thinking level.

5(36%) of the teachers said that a square is a rectangle, but there are several different types of reason. First, a square is a rectangle because square has equal sides and 4 right angles. Second, a square is a rectangle because square has right angles and the opposite sides are equal, and the last, a square is a rectangle due to the right angles and two pairs of parallel sides. These teachers could mention properties of a square but the properties mentioned are more than necessary to claim a quadrilateral as a rectangle. It shows that the teachers could not identify minimum sets of properties of a square and a rectangle. Therefore, these teachers could not reach Level 2 of Van Hiele levels.

Furthermore, 1 (7%) of the teacher stated that a square is a rectangle because square has equal sides. This characteristic is true for square but it is cannot be used to claim a quadrilateral as a rectangle. The remaining, 3 (21%) of the teachers could not give reasons why a square is a rectangle. These answers show that these teachers were at Van Hiele Level 0 to 1.

Inclusion Relations in Learning Geometry

All teachers stated that the interrelationships among quadrilaterals need to be introduced to students at the primary school. Most of the teachers opine that by analyzing the

interrelationships among quadrilaterals, students can have a deep understanding of the properties of each type of quadrilaterals and a global perspective about quadrilateral.

CONCLUSION

This study has revealed that primary teachers' content knowledge about inclusion relations of quadrilaterals is not at the expected level. Many of them (64% of the teachers) are good at classifying parallelogram, however only 36% of the teachers are good at class inclusion relations of square and rectangle. It is because many teachers gave answer just based on the physical appearance of the figures.

This result implies that the teachers might get much difficulty when they were faced with class inclusion of kite and rhombus which is much harder than square and rectangle since its complex nature of kite and rhombus. Therefore, it is important to improve their knowledge of geometry, especially about inclusion relations of quadrilaterals.

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ASSESSMENT COMPETENCE GRADUATE OF EARLY CHILDHOOD EDUCATION STUDY PROGRAM

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ABSTRACT

Enhancement of teachers' competence is one of the main priorities of Indonesia's development. The improvement of teachers' quality, especially for children in early age become a very important concern remembering that education of children in early age is a very basic education. It is suitable with Ministerial Regulation no. 16 year 2007 about Standard of Academic Qualification and Teachers' Competency of Early Childhood Education (ECE). However, based on reality, public's understanding about the importance of early childhood teachers' competence and professionalism is considered unimportant. This opinion causes quality of teachers' competence to be unconsidered. The main target in assessment of graduates' competence is based on the satisfaction of graduates' user. Competency assessment is used to look on how much ability and skill possessed by graduates of teacher education courses for ECE study program in teaching children suit with the optimal stage of development. The result can be used in improving the quality of graduates of teacher education courses for ECE study program to have high competitiveness in accordance with the development and advancement of technology today.

Keywords: *assessment, graduate, competence, Early Childhood Education (ECE).*

Indonesia is one of the developing countries. The development is carried out in various fields, including economy, education, and infrastructure. Education is one area that is very supportive in the development implementation. This is happened because education will produce the next generation of superior and can support the progress of countries, especially Indonesia. A good education is education that begins early, through early childhood education (ECD).

In accordance with Article 1 Paragraph 14 Education Law No.20 / 2003, the Early Childhood Education (ECD) is a development effort aimed at children from birth to age 6 years were done through the provision of educational stimulation to help the growth and development of the physical and spiritual so that children have the readiness to enter further education, as well as capable of improving the human development index. Therefore, it takes four educators who have competence as early childhood teachers, the pedagogical, professional competence, social competence and personal competence. The fourth of these competencies must be mastered by an early childhood educator with very good to be able to educate children properly. Being an early childhood teacher is not easy. That is because, an early childhood teachers have a duty to educate children in a sensitive period. This is consistent with theories of Froebel, that childhood is a phase that is fundamental for the development of the individual because at this phase occurs considerable opportunities for the creation and personal development. Therefore,

it takes educators were really able to carry out the task.

Education for early childhood educators in Indonesia is still relatively new, initiated in 1979 in Jakarta. Then further development was in 1993 in Bandung, which is intended to improve the quality of early childhood teachers. This is consistent with the objectives of the PG-ECD, which is to produce graduates who have the competence and qualifications in the field of Early Childhood Education. However, so far the PG-ECD has never assessed the competence of graduates. Therefore, there should be an assessment efforts PG-ECD graduates' competence to determine the qualities of and satisfaction of users graduates PG-ECD. Through an assessment is expected to be a reference as a quality improvement study programs PG-ECD. The improvements made will be able to produce a quality early childhood educators so that they can educate children early age into the next generation of superior as the pillars of the Indonesian nation.

DISCUSSION

Assessment of Competence

According Kusaeri & Suprananto (2012: 8) assessment is a systematic procedure that includes the activities of collecting, analyzing, and interpreting information that can be used to make inferences about the characteristics of the object being measured. Rate includes all methods used to assess the performance of individuals. The assessment process includes gathering evidence about the achievement of learners (Mardapi, 2012: 12). According Runtukahu & Kandou (2014: 245), the assessment is a statement based on a number of

facts characteristics of the child and includes all the learning process. Rate also interpreted as interpreting the activity or activities of measurement data to obtain information on the achievement of learning outcomes. It can be concluded that the assessment is the process of determining the learning outcomes based on a measurement result or the process of interpreting the results of measurements using specific criteria.

Assessment of learning outcomes by educators conducted continuously used to monitor the process, progress, and improvement in outcomes. Assessment conducted by the teacher covers all the learning outcomes of students that have cognitive abilities, psychomotor abilities and affective abilities. Any votes above capabilities have different characteristics depending accordance material being measured. According Mardapi (2012: 14) mentions that some of the principles that are owned votes, among others, accurate, economical, and boost the quality of learning. Accurate in question means that the assessment must be precise and does not contain a lot of errors. Economical means that the assessment does not cost that much. While that is encouraging an increase in the quality of learning is the assessment carried out not merely to judge, but also to be able to improve the quality of learning.

Furthermore, according to Mardapi (2012: 14) states that the assessment system used to improve the quality of education is a system of continuous assessment. In other words, it can be concluded that good judgment is a judgment capable of assessing all the basic competencies, analyzing the results of the assessment and follow up in the form of program improvement or enrichment program.

Definition and Types of Early Childhood Teacher Competency

Teachers or educators are experts who are obliged to plan and implement the learning process, assess and evaluate the learning outcomes, as well as conduct guidance and training. Therefore, an educator is required to master some competence in the field of early childhood teacher training especially so as to support these obligations. Competence in this case can be interpreted as a combination of knowledge, skills, values and attitudes gained from education, then reflected in thought and action (Widiastuti, 2012: 98). Alqiawi et al (2015: 66) argues, "Competency is defined as a set of conscious, trainable skills and abilities roomates make a teacher effective". This opinion is reinforced by the Judge (2015: 2),

"Competence is the ability of a person to exercise or perform a job or task that is based on skills, knowledge, and attitudes supported by work in accordance with the demands of the job". This is in accordance with Act No. 19 of 2005, which states that teachers are required to have four competency. Fourth competence for Early Childhood educators includes pedagogical competence, professional competence, personal competence and social competence. The following are translated each of these competencies.

According Christianti (2012: 116), pedagogical competence is the ability to plan activities related to educational programs, care and protection, carry out the process and carry out an assessment of the process and outcomes of education. Pedagogical competence or it can also be regarded as academic competence covers concept, generalization, skills and knowledge in the field of specialization of teachers and support teachers in doing research, especially in education. Academic competencies are considered as part of the specific competencies required for a teacher (Alqiawi et al, 2015: 66).

Professional competence is a competence that is associated with the ability to understand the stages of child development, child growth and development, the ability to provide stimulation to the education, care and protection, and the ability to build partnerships with parents in the education, care and protection of children (Christianti, 2012: 115 ; Judge, 2015: 3). Professional competencies include strategic planning, teaching methods and its implementation mechanism. Professional competence is the application of learning theory and refers to the actual teaching practice, and is used to increase motivation to learn, encourage them to work and use the resources of varied learning based on social and psychological needs of children (Alqiawi et al, 2015: 67).

Personal competence is the ability to act and behave in accordance with the psychological needs of children, in accordance with the norms, religions, cultures and beliefs of children, and present yourself as a person whose noble character (Christianti, 2012: 115). Competence personalities including the personal qualities of the physical health of teachers, namely, general intelligence, whether moral, linguistic ability, the ability to innovate, the ability to manage and make decisions and the ability to communicate in a manner required by decision makers and parents. Personal competence essential to the success of children, including knowing how these children, school, family, social relationships, knowledge and develop better relationships with community members learning and learners (Alqiawi et al, 2015: 67).

Social competence is the ability of teachers to adapt to the environment and to communicate effectively with students, and parents (Christianti, 2012: 116). Surya (in Hakim, 2015: 3), "Social competence is required by a person's ability to succeed in dealing with others, including skills in social interaction and social responsibilities". The indicators used in measuring the social skills of a teacher is the ability to communicate and interact directly to children, to fellow teachers / peers, to personal training, to parents / guardians, and the community (Hakim, 2015: 3).

Objectives Studies Program ECD

Interest Program S1 PGPAUD outline at some leading universities in Indonesia are: 1) to produce graduates who are able to implement, develop, and manage early childhood education in Early Childhood Education institutions both in Kindergarten (TK), Playgroup (KB), Daycare (TPA) and the Early Childhood Unit; 2) to produce graduates who are able to overcome the various problems in early childhood based on the results of the analysis and research in the field of early childhood education; 3) to produce graduates capable of performing community service in the praxis of early childhood education; 4) to produce graduates who are able to collaborate with a variety of other professions in the field of developing the academic and professional capabilities in the field of early childhood education.

Early Childhood Education

Early Childhood Education (ECD) is a form of organization of education that focuses on laying the foundation toward growth and physical development (coordination of fine and coarse), intellect (the intellect, creativity, emotional intelligence, spiritual), social, emotional, language, according to the uniqueness and the developmental stages through which (Jawati: 2013).

In accordance with the National Education Act of 2003 chapter 1 verse 14, early childhood development efforts which are aimed at children aged 0-6 years. Early childhood education can be implemented through formal education, non-formal and informal. Early childhood education, formal lines shaped Kindergarten (TK) and raudatul RA (RA) and other forms equivalent. Early childhood education pathways nonformal shaped Playgroup (KB), TPA (TPA), whereas early childhood into education informal form of family education or education organized

environment like bina family of children and posyandu integrated early childhood or that we are familiar with the unit ECD type (SPS).

Early childhood is a child in the age range of 0-6 years (the National Education Act, 2003) and 0-8 years old children according to education experts. According to Mansur (2005: 88) early childhood is a group of children who are in the process of growth and development that is unique.

Early childhood is a "golden age period", its meaning is a golden period for all aspects of human development, whether physical, emotional and social cognition (Martani: 2012).

Characteristics of Early Childhood

According Rusdinal (2005) Early Childhood characteristics, among others: characteristically unique, spontaneity, active and energetic, egocentric, curiosity strong and passionate about many things, characteristically explorative and adventurous, rich with fantasy, easily frustrated, lack of consideration in the act, has a short attention, it is a period of learning potential, the show interest in friends.

CONCLUSION

Early Childhood Education (ECD) is a development efforts aimed at children from birth to the age of 6 years are accomplished by providing stimulation of education to help the growth and development of the physical and spiritual so that children have the readiness to enter further education, and be able to increase the index human development. Therefore, it takes four educators who have competence as early childhood teachers, the pedagogical, professional competence, social competence and personal competence. Education for early childhood educators in Indonesia is still relatively new, initiated in 1979 in Jakarta. Then further development was in 1993 in Bandung, which is intended to improve the quality of early childhood teachers. This is consistent with the objectives of the PG-ECD, which is to produce graduates who have the competence and qualifications in the field of Early Childhood Education. However, so far the PG-ECD has never assessed the competence of graduates. Therefore, there should be an assessment efforts PG-ECD graduates' competence to determine the qualities of and satisfaction of users graduates PG-ECD. Through an assessment is expected to be a reference as a quality improvement study programs PG-ECD.

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EXCELLENT SERVICE FOR BEING TAS PROFESSIONAL PERFORMANCE

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ABSTRACT

School administrative personnel (Tenaga Administrasi Sekolah/ TAS) is a profession so that a TAS are required to perform in a professional manner that can be realized by providing excellent service to its customers the school. Efforts to provide excellent service TAS can be done by understanding customer behavior school. Furthermore TAS should be able to work in teams and apply the 3A principle to serve customers with excellent. 3A principle is to present the right attitude, giving undivided attention, and customers will be looking for evidence through the action of providing services. Care or maintenance themselves also need to be done so that the TAS has the best performance that makes the image of him to be interesting. Eventually eight professional work ethic TAS should be used as the basis for implementing the excellent service.

Keywords : excellent service, TAS, professional

School as a form of public service should move away from Old Public Administration (OPA) towards the paradigm of New Public Service (NPS). Effendi (2010) states OPA as a service bureaucracy is hierarchical, rigid, slow and convoluted, so the quality of services is low. It can also lead to mental bureaucrat officials who tend to ask is served rather than serve society. For example, when there is still a cumbersome bureaucracy that communities must first obtain various approvals, both of the RT/RW (neighborhood association), *kelurahan* (village), district, and county before they could get the service ID card, birth certificate, or else the licenses.

Conversely in the paradigm of New Public Service (NPS) of the people as taxpayers mandating bureaucracy to organize and meet their demands for a variety of services, while the bureaucracy should serve, obey and respect the rights of the people as principals. Public services should be regulated in the law: what are the rights of citizens, the quality and quantity, the principle and the principle of implementation, management and accountability. What is the amount of tax to be paid depends on how much and how high the quality of public services residents desired? So, that in both countries the tax collection system, the amount of taxes is always associated with the quantity and quality of public services.

In this regard Bafadal (2008) stated that as a unit of the school, the school office in charge of providing services (service work) to all units or parts of the school. The goal is to create convenience for all parts of the school in carrying out his duties. The main functions of each office so the school is lightening the whole

section of the school in order to carry out its tasks more effectively and efficiently.

School administrative personnel (*Tenaga Administrasi Sekolah/TAS*) is located in the school office, assigned to provide services to alleviate (facilitating function) to the achievement of substantive activities of interest. The school organization has a substantive activity such as learning and administrative office work such as school administration. Learning activities undertaken by teachers. While TAS function is to provide excellent service at the administrative level.

The existence of the school administrative staff (TAS) on elementary and secondary education or commonly called administrative personnel (*Tata Usaha/TU*) school in the learning process is indispensable. This is in accordance with the PP RI number 19 of 2005 on national education standards which confirms that the administrative staff is teaching force must be owned by primary and secondary schools. In addition, the program package A, B, and C are also required to have administrative personnel.

As one component in the learning process, the duties and functions of TAS cannot be done by educators (teachers). This is due to: the work of an administrative nature that are subject to special rules, duties in the form of services for the smooth process of learning and so require different competencies with the competencies of educators, requires certain skills and expertise, and sometimes does not deal directly with learners.

Permendiknas RI number 24 of 2008 article 1, paragraph 2 reads "To be appointed as administrative staff of the school/*madrasah*, a person must fulfill the standards of administrative staff of the school/*madrasah* that apply nationally". This means that the TAS is a job worth mentioning

as a profession. Because someone must have educational qualifications and competence particular to be able to work as TAS. So TAS must work professionally in the school office. Additionally, in accordance with the rules of employment, assignment TAS should also not be held by other functional staff.

TAS performance can be interpreted as job performance, job attainment, ability to work, work performance and job performance TAS. While professionals according to Satori (2007) is pointed at a person with a profession and a person's appearance in performing work in accordance profession. Under these conditions, a TAS are required to perform in a professional manner that can be realized by providing excellent service to its customers the school. Because in essence, the principal task of statutory TAS is to support the educational process in the school goes through the administrative services that the educational process could be implemented effectively and efficiently.

DISCUSSION

School Excellent Service

Actions or deeds of service is offered by one party to another that are invisible (intangible) and produces no ownership of anything. Service functions largely determines the durability, development, and competitive advantage of an institution. While understanding the total prime exhibit characteristics of a product (or service) that exceeds the standards so that customers feel gets more than originally expected. Some indication of excellent service that is: as per requirements, suitable or otherwise used, continuous improvement, do it the right way, and delight customers.

Bagyono (2012) states that the excellent service associated with a variety of elements that became the basic principle of providing services. These elements include: an attractive appearance, punctuality and appointments, willingness to serve, knowledge and expertise, courtesy and hospitality, honesty and trustworthiness, efficiency, and simplicity of the service. All these elements aim to keep customers feel are important and cared for all their needs and wants, as well as to generate confidence and satisfaction to customers.

So in essence has the basic characteristics of the excellent service that includes three things: (1) their basic service standards; (2) are special; and (3) provide customer satisfaction exceeded expectations. Thirdly it is by Zulkarnain & Sumarsono (2016) can be used as parameters at the same excellent service that

made the difference from regular service. So that excellent service in school is a service that matches or exceeds eight national education standards, which is the standard: content, process, competence of graduates, educators and education personnel, infrastructure, management, financing, and valuation.

Schools Customers

Purposes of applying the excellent service in an institution is to provide customer satisfaction and confidence and to build customer loyalty to the products offered. The implementation of these goals at the school could raise questions about who the customer and how the school products? Because the terms of customers and products are usually used for the company's business industry, but the school is a non-profit educational institution.

The product is something that is offered or produced by a manufacturer who can be physical goods, services, personally, places, and ideas or ideas. However, when viewed from the aspect of its form, the product consists of goods and services. Goods are tangible results of real physical (*tangible*) and can be owned. The converse is *intangible* services tangible or non-physical form of activity, benefits, or services. The product is in the form of school education services.

Tjiptono (2005) states the types of customers by loyalty ladder. If adapted to the world of education, the type can be divided into internal and external customers. Internal customer is the affected party of products and services originating from within the organization. Or in other words internal customers is that each member of the organization who need services from members of other organizations in the execution of its duties and functions. While external customers is the affected party from products to services but come from outside the organization.

School is an institution that produces or sells services to provide education to its customers. Internal customers are school educators (teachers) and educators (principals, TAS, laboratory assistants, librarians, or technicians). Meanwhile, external customers can be divided into customer schools primary, secondary, and tertiary. External customers are primary school students or pupils; secondary customer is the government, the elderly or people who pay for education; and customer tertiary education institutions at the next level or users graduates.

Customers Servis

Each customer has the character types are different so as to be able to read characters TAS customers an assortment of them and study them in order to carry out excellent service. Widaningsih & Rizal (2011) describes several types of customers

based on the characteristics and conditions of customer service form suitable to be given to him, as follows.

Passive Customers

Characteristics tend to be quiet although satisfied or disappointed. Looks do not matter and are not interested in the products offered. How to serve: finding a solution or a way for those customers interested in the products, which is offered. Usually he is old enough to decide the purchase so we need to assure the quality and price of products offered.

Doubtful Customers

Characteristics confused in making a decision to buy or use the product for a variety of considerations and caprice or confusion that is strong in him to take any decision. How to serve: directing, guiding, explaining, giving understanding, and if necessary, provide choice to the customer if you have any doubts. Patient follow his taste and does not impose opinions. Provide a guarantee on the product offered to him.

Exceptant Customers

Characteristics considered himself the most clever and know that will not listen to other suggestions. Glad that debate, ask questions related to not understand or just want to know (criticize). How to serve: keep your distance so that it does not continue. Did not show attitude and overreactions when innocent customers, because there will be a long debate. Be calm, friendly and not nervous. Give reasons consistently though always denied, so customers are sure of the product.

Grumpy Customers

Character has the temperament and character traits hard and always puts the emotional, tend to be selfish, and sometimes selfish, despite being given an understanding and understanding is gentle, friendly, and cautious. Angry customers often found when a complaint over the phone because the phone is not visible weakness of the face of the caller so that there is courage compared to complain face to face. How to serve: be patient, thoughtful, and pay attention.

Quick & Practical Customers

Character always want everything's brief and do not like long-winded. How to serve: serve quickly. If customers like it has been decided to purchase, then you should not talk much but immediately gave the order. Provide a

description of only limited to people's questions.

Based on the above, it turns out that not all customers being nice and friendly. Not a few customers deviating behavior, such as cheating or stealing items he needed. In fact, sometimes there are also customers who are never satisfied with whatever effort we do to serve them. Therefore, understanding of customer behavior is an important thing to be done TAS in an effort to provide excellent service to customers.

In addition TAS should also be able to work together in teams (team work) to serve customers in prime. For example, when service personnel only serve one customer, then he must give the best service so that customers are satisfied. Meanwhile, when the service personnel serving more than one customer at a time, then he can split the duties with another officer who was not busy, keep calm serving customers who arrive early as soon as possible, and immediately serve customers in sequence to complete.

Principles

In essence serve customers in an excellent means to help customers meet their needs and do the best possible way, so that customers are satisfied with the services obtained and they felt that the service was more than expected. Initially customers have modest expectations and the perception that the standard of service provided by schools like in general, but in fact there are extra services that are not expected, as a receptionist were so friendly and courteous in receiving guests.

Related to the above Rahmayanty (2010) explain the principle of excellent service, which is one way to create and maintain good relations and harmony with the customer based on the concept of 3A. The first principle of providing services must present *attitude* is correct. Secondly, it gives *attention* is not divided. As well as the third, the customer will be looking for evidence of past *action* we are providing services.

Attitude

Is a reflection of the behavior or gestures a person when faced with certain situations or when he is faced with another person. The attitude of a TAS can show personality and good image of the school in the eyes of customers. Therefore, the principle of excellent service based on the concept of *attitude* is to give the customer service with a focus on improving the attitude of the concierge/service personnel. This is manifested by the appearance of customer service which is a blend of harmonious outward appearance (physical) and the (spiritual), treating customers well and respected him, and treat them appropriately without lowering the price of ourselves in front of customers.

Customer service with a matching appearance from head to toe. Because the first impression that others see in a person is through his performances. Appearance is a harmonious blend of outward appearance (physical) and the (spiritual), mode, and ethical propriety. Appearance verbal hospitality shown by the ethics of speech. While non-verbal of ethics dressed and decorated with appropriate personality, circumstances and conditions; and use positive body language.

That is the mindset of a healthy, logical, intellectual, reasonable, and not influenced by prejudice. Serving customers with positive thinking means treating customers well and respected him, not apathetic, do not use or look for weaknesses customers, and honest in providing service.

This attitude will lead to sympathy and feeling valued customers so that they are motivated to continue the relationship with us. Appreciating here means fun and give a reasonable treatment without lowering the price of ourselves in front of customers. For example, by observing the manners and courtesy in welcoming the arrival of customers.

Attention

A ministry to devote more concentration to focus on customer facing. The scope of attention to customers is wide, but the excellent service concept concern includes three things: LOT (Listening, Observing, Thinking). *Listening* is active listening and understanding customer needs. *Observing* is observing customer types and customize the service for him. *Thinking* is thinking and predict customer needs, meaning that customers are willing to become partners with customers to overcome the problems.

Action

A real act, namely the concrete results of any form of prior service (*attitude-attention*). This is to assure and guarantee customers that are willing to use the products offered. You do this by taking orders needs, reaffirm and fulfill customer needs, provide after-sales service, and thanked the hopes customers will return. Words alone were insufficient to give satisfaction to the customers so that they need to be convinced through action and service commitment. It must be clear and in practice should actually happen to the customers.

Appearance

The core element of supporting the most important success is the excellent service human resources because it was he who carry

out such excellent service. To that required the personal appearance of the prime of a service officer, in this case is the TAS. Disheveled appearance, sluggish, and not eager will give a bad image for the school. However, with a good appearance, vigorously, and draw can make others satisfied, so she became a regular customer.

Appearance is a self-image that emanated from a person who can be seen from the overall appearance. *Grooming* in excellent performance according to Endang & Mulyani (2015) means the maintenance or maintenance that must be done so that a person has the appearance of primary or best, so that the person's self-image looks very appealing for anyone who saw it. Appearance themselves are primed to be supported by the outside appearance and spirit of the (inert beauty). So to be an attractive person does not have to be pretty or handsome. Because by highlighting the advantages that exist within itself, then it can make a person look attractive and fascinating people.

The first factor that should always be considered in order to perform well is to maintain a healthy body by eating nutritious dish, regular exercise, and adequate rest that sleep 7-8 hours a day. Both care for members of the body of the hair, face, eyes, teeth, hands, feet, nails, and skin. Third matching dress and wear jewelry accessories and *make-up* is not excessive in accordance with the circumstances.

Based on this, the one who wants to perform excellent TAS need to pay attention to the following points. For men in neatly cut hair should not cover the ears, long nails are not especially to black, do not smoke when servicing customers, as well as the body appears to have always been clean and not dirty. As for women, should be neat hair, fastened /bun if it is long, not excessive use of jewelry, using *make-up* is simple, and reasonable wear perfume.

In addition to physical factors that need to be treated to excellent performance, there is also the psychological health (personality) that also need attention. Personality is how people perform and give the impression to the other individuals. Therefore, personality must always be fostered and developed. A TAS should always introspective in order for identity and personal power is maintained, so that he is able to participate actively in social life. Then it takes also the integrity and quality of private firm in utilizing personal power. Personal integrity is one of the foundations that is very central to a TAS for professional displays optimal performance. While a strong personal quality is important for the development of a TAS.

Work Ethic TAS

Excellent service professionals should be guided by a high work ethic. The term comes from

the word *ethos*, which means the basic attitude of a person in a particular field. So the work ethic TAS is a mental attitude in the school administrative staff appreciate and respect his work. TAS is a low work ethic reflected in the attitude towards the public indifferent, lazy, undisciplined, like complaining, demanding, work carelessly, like delaying the work, and so forth. The best way to overcome this is to improve work motivation of staff because that was the root or foundation forming work ethic.

H. Janson Sinamo an expert classifies a work ethic eight kinds of professional work ethic (Endang & Mulyani, 2009). If related to the TAS, it can be interpreted as follows: (1) work is the work of God's grace so that TAS sincere gratitude; (2) the work is the mandate that TAS works full responsibility; (3) the work is a call that TAS completing work integrity; (4) work is the actualization of that TAS hard work vigorously; (5) work is worship that BAG serious work full of love; (6) the work is a work of art so smart TAS full of creativity; (7) the work is honor that TAS is working diligently full advantage; and (8) the work is a service that works TAS patience. As a professional, it is proper to apply TAS eight work ethic as the foundation for excellent service in the school office.

Furthermore, unethical actions that might occur in the office and need to be eradicated is corruption. A simple form of corruption in the school office for example asking for baksheesh to prospective new students who do not meet the requirements for him to be accepted at the school. Corruption comes from the Latin namely *corruptio* which means rotten, corrupt, bribe. Transparency International cite corruption as the behavior of public officials who improperly and illegally enrich themselves or enrich those close to him, by way of abusing public power entrusted to them (Zulkarnain & Sumarsono, 2016). This action violates the law that established the commission to eradicate corruption (*Komisi Pemberantasan Korupsi/KPK*) to fight it.

CONCLUSIONS

As stipulated Permendiknas RI number 24 of 2008, the TAS is a job worth mentioning as a profession because someone must have

educational qualifications and competence particular to be able to work as TAS. This means that a TAS are required to perform in a professional manner that can be realized by providing excellent service to its customers the school. Because in essence, TAS principal task is to support the passage of the educational process in schools through administrative services.

Understanding customer behavior TAS must be done in an effort to provide excellent service to customers. TAS also should be able to work together in teams and apply the principles to serve customers 3A prime. Principle 3A is serving *attitude* is right, give *attention* is not divided, and customers will be looking for evidence of past *action* to provide care. Furthermore, treatment or self-maintenance necessary so that the TAS has excellent performance or the best, so that the self-image of a TAS looks very appealing for anyone who saw it. Finally, a TAS should apply eight professional work ethics as the basis for implementing the excellent service.

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THE EFFECT OF NATURAL ROAMING AROUND APPROACH TOWARDS LEARNING OUTCOMES OF SCIENCES SUBJECT FOR STUDENTS WITH INTELLECTUAL DISABILITY

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ABSTRACT

Students with intellectual disability that require specialized learning can improve learning outcomes by using a Natural Roaming Around Approach. The purpose of this study was to determine The Effect of Natural Roaming Around Approach towards Learning Outcomes of Sciences Subject for Students with Intellectual Disability. The study used research designs Pre experimental design to form one group pretest-posttest design. Subjects of this study was 8 years students with intellectual disability in the class II. The collection of data was pretest, treatment and post-test. Data analysis was ladder - Wilcoxon signed. Hypothesis test results showed that the value $T\text{-count} (36) > T\text{-table} (6)$, then H_0 is rejected. The conclusion was that there were significant effect of of Natural Roaming Around Approach towards Learning Outcomes of Sciences Subject for Students with Intellectual Disability.

Keywords: *natural roaming around approach, natural sciences, intellectual disability.*

Children with special needs to contain a broader meaning, that is, children who have developmental disabilities and barriers to learning including children with disabilities. According to Santoso (2012: 1) the term children with special needs are not meant to substitute the term child with a disability or Extraordinary Son but contains a wider viewing angle and positive impact on Protégé or Children who have diverse needs. Children with special needs require the services of a special nature in education, so that barriers to learning can be eliminated so that their needs can be met. The world of education in Indonesia has been attention to the needs of education for children with special needs. This is evidenced by the many Special Schools were established in Indonesia, especially in East Java.

Based on Law No. 20 (2003), about the National Education system Article 32 states that "special education (education is outstanding) is an education for learners who have difficulties in following the learning process because of physical, emotional, mental, social and also has a potential intelligence or special talent ". The data obtained by the number of Special Schools in East Java are as many as 205 schools. One type of Extraordinary School is SLB C, namely special schools for students who have mental retardation or commonly referred to children with intellectual challenges. According Sukotjo & Triarini (2015: 1), Intellectual disability children are children who have limitations in the ability to think or use reason. Each child with intellectual disability have characteristics which vary in accordance with the IQ of

children have intellectual disability. Classification of children with intellectual challenges, namely: (1) mild mental retardation with an IQ between 55-70, (2) moderate mental retardation with an IQ between 40-55, (3) severe mental retardation IQ between 25-40, (4) severe mental retardation IQ under 25 (Sukotjo & Triarini, 2015: 1). Classification of some children with intellectual challenges, researchers focused on the child mild mental retardation.

Mild mental retardation child is retarded child who still has the ability to learn in school. Intellectual abilities of children with intellectual challenges to reason, take into account the ability and evaluation is very limited, so as to develop the idea and for the idea mengkontruksikan very limited. This is evidenced by the results of the child's learning intellectual disability low. In the view of cognitive learning is a process which stated capacity (creates the capacity) to enforce as behavior. Learning occurs among others, covers setting the stimulus received and adapt them to the cognitive structure that has been owned and formed in one's mind based on experience and previous understandings. The learning result is a reference to the learning set first before setting the learning method. Results of study can make a base to do the next treatment (Yamin, 2013: 242). Learning outcomes to be measured with a test should be in accordance with the purpose of learning, to see the achievement of learning that has been done.

Education for students with intellectual challenges are no different from the education of primary school students in general. There are some subjects, one of which is the natural sciences (IPA). Based Content Standard SDLB, one of the standards of competence which should be mastered

by students of class II in science subjects are living things and life processes. In the competency standards there are four basic competencies, one of which is familiar with the main parts of animals and plants around homes and schools through observation. Based on the interview with one of the teachers SDLB B-C Kepanjen Malang, the atmosphere of learning that takes place in the classroom still adheres to the old paradigm, teachers have not been using a variety of methods and models of innovative learning. Learning presented by the teacher is still very monotonous, boring and unable to arouse students' motivation to learn. The learning activities that empower students already owned up yet implemented.

The learning process presents significant challenges for students with intellectual challenges. Students slower in learning and generally have difficulties in the areas of: (1) attention, (2) processing of thought, (3) memory, (4) generalization, (5) perception, (6) the skills of adaptive behavior (Wijaya, 2013 : 38). Teachers need to make adjustments to how to teach students with intellectual challenges, especially in science subjects. For example, in order to overcome the lack of the ability to remember the students with intellectual disability teachers can build opportunities so that students can often gain experience learning new skills or knowledge (Wijaya, 2013: 40-41). Intellectual disability students may find it difficult to make sense of what has been perceived (eg, interpreting the image), to overcome this teacher should give visual support that uses real-life examples like the real situation (Wijaya, 2013: 42-43).

Learning science is a very fun learning can be implemented with a variety of models, methods, and media were very interest of students to learn something in the environment. Teachers can create an atmosphere of active learning, innovative, creative, effective, and fun. Many of the solutions that can be done to improve student learning outcomes in science subjects, among others, is to carry out learning in the outdoors such as utilizing existing natural around the school. learning model natural roaming around (JAS) will make the students happy and feel more refreshed. The process of learning about the natural approach is centered on student activity, explain more social, better utilize the multiple resources and assessment. Natural Browse About comprehensively integrate various approaches, among others, exploration and investigation, constructivist, the process of cooperative learning skills. The components of natural cruising around, namely:

exploration, constructivism, the process of science, community learning and edutainment.

Approach Exploration Nature Around been due to the browsing environment, students can see firsthand the living things make it easier to understand and remember the main parts of living beings, especially animals that are around. According to Mulyani (2010), learning Natural Roaming Around (JAS) is a learning concept which relates to the real situation and encourage students to make connections between the knowledge that has been owned by the application in the next life as a member of society.

Surrounding natural approach can construct meaning or can involve more senses that the sense of sight, sense of hearing, sense of touch, and sense of smell to the students and provide a more memorable experience. This approach can provide direct experience in the students so that they can get to know the natural surroundings. In addition this approach can be an alternative learning to prevent students from learning monotonous boredom. Browse approach Neighborhood Nature that the process will invite students to observe nature around the school is very suited to the characteristics of the IPA which require active learning and scientific discovery. With so expected Natural Approach Around this can improve student learning outcomes.

Based on the above background, the formulation of the problem in this study: (1) How effective approach to natural cruising around the learning outcomes of students with intellectual disability science class II SDLB B-C Kepanjen Malang? (2) Is there any influence of Natural Roaming Neighborhood Approach (JAS) to the learning outcomes of students with intellectual challenges IPA SDLB B class II-C Kepanjen Malang?

This study aims to (1) describe the effectiveness of the approach natural cruising around the learning outcomes of natural science students with intellectual disability class II SDLB BC Kepanjen Malang, (2) describe the effect of the approach natural cruising towards learning outcomes of natural science students with intellectual disability class II SDLB BC Kepanjen Malang.

METHODS

The research design used is Pre Experimental Design to form one group pretest-posttest design. The collection of data by providing pretest, treatment and post-test. The subjects were all students in grade 2 with intellectual disability in SDLB B-C Kepanjen Malang, amounting to 8 students. The instrument used was an objective test used to assess learning outcomes. Data analysis used ladder - Wilcoxon signed.

RESULTS AND DISCUSSION

Results

This study was conducted to all students in grades 2 with intellectual disability SDLB B-C Kepanjen Malang, amounting to 8 students.

Data Learning Outcomes IPA Before and After Using Roaming Natural Approach Neighborhood

At the time of the implementation of the pre-test performed on a second grade student With intellectual disability in SDLB B-C Kepanjen Malang. Activity empat pre test conducted as many times that aims to determine the stability of Students. Implementation of the pre-test was conducted on March 7, 2016. Pre test is intended for beginning students mengetahui ability of the material to be given before using the approach of natural cruising around on "Understanding the Main Body of Animals".

During the pre-test activities take place Students look confused and lacking confidence in the pre-test work on the problems. Students are used to work on the problems with the help of classroom teachers. Therefore, when the pre-test mengerjakakan about anyone just looked a matter of course. When approached by researchers Students instead ask about the answers that question. After that, researchers simply directing how do the problems and provide motivation for confidence. Here is the value pretest students with intellectual disability SDLB B class II-C Kepanjen.

Table 1. Score of Pre Test

| No | Names | Results |
|---------|-------|---------|
| 1 | Al | 30 |
| 2 | Az | 30 |
| 3 | Bl | 10 |
| 4 | Dw | 30 |
| 5 | Hq | 60 |
| 6 | Ns | 50 |
| 7 | Rz | 40 |
| 8 | Yg | 50 |
| Average | | 37.5 |

Table 2. Score of Post Test

| No | Names | Results |
|---------|-------|---------|
| 1 | Al | 80 |
| 2 | Az | 70 |
| 3 | Bl | 70 |
| 4 | Dw | 80 |
| 5 | Hq | 90 |
| 6 | Ns | 80 |
| 7 | Rz | 80 |
| 8 | Yg | 80 |
| Average | | 78.75 |

From the table above it can be concluded the results of the post test Students who scored more than KKM amounted to 60 is as much as 8 and who scored less than KKM is 0. With the value of the average of all students 78.75. Hypothesis test is used to determine the difference Natural Approach Roaming Around (JAS) on learning outcomes IPA. To test the hypothesis by using the Wilcoxon test formula marked degree. The formulation of the null hypothesis and the hypothesis works as follows: H1: There is no difference in approach Roaming Neighborhood Nature (JAS) to the learning outcomes of students with intellectual challenges IPA SDLB B class II-C Kepanjen Malang. H0: There is a difference approach Alam Roaming Around (JAS) to the learning outcomes of students with intellectual challenges IPA SDLB B class II-C Kepanjen Malang.

Based on using a different test level marked Wilcoxon test. Here are the results marked Wilcoxon test.

Table 3. Different Test

| No | Names | Value | | (Yi-Xi) | Grades |
|--------|-------|---------------|----------------|---------|--------|
| | | Pre test (Xi) | Post test (Yi) | | |
| 1 | Al | 30 | 80 | 50 | 6,5 |
| 2 | Az | 30 | 70 | 40 | 4,5 |
| 3 | Bl | 10 | 70 | 60 | 8 |
| 4 | Dw | 30 | 80 | 50 | 6,5 |
| 5 | Hq | 60 | 90 | 30 | 2 |
| 6 | Ns | 50 | 80 | 30 | 2 |
| 7 | Rz | 40 | 80 | 40 | 4,5 |
| 8 | Yg | 50 | 80 | 30 | 2 |
| Result | | | | | T= 36 |

Discussion

Researchers held a pre-test to determine the extent to which the ability to be material. At the time of the pre-test is performed four times to measure the stability of the value, seen from the answers of students still tend to be difficult to answer, anxious and insecure. The attitude of the students always looked left to right to get the help of teachers. Habits learners who always helped when doing a matter of making no confidence in their abilities. The findings of this study are known to the average score of pretest was 37.5 so that it can be concluded that the students' learning outcomes IPA with intellectual disability before taught to approach Nature Roaming Neighborhood entered in the unfavorable category.

Results retarded child learn science after learning approach using natural roaming around (JAS) increased after learning and treatments in accordance with the opinion. According Alimah (2010), JAS approach has significance as follows 1) teaching and learning activities have always

been associated with real-world situations, 2) can inculcate scientific attitude in students, 3) the learning process more meaningful and 4) having vision diverse students. Although the beginning of the treatments, the students were still confused because the first time they are given the responsibility to help solve the problem in accordance with the environment, learners quickly adapt because the materials are created using a real problem and solved it using a real context in accordance with the ability of children with intellectual challenges.

The interaction between friends during the discussion to provide an atmosphere of learning in accordance with the steps approach natural roaming around. Teachers as a motivator and facilitator, slowly becoming a learning companion. At the time of concluding the learners found in accordance with the results of the discussion. If there is an answer that was not relevant to straighten teachers and give guidance. At the time of the post test work on the problems of learners already feel confident. This, terlihat post test values obtained categorized as good with an average score of post test of 78.75. It can be concluded after deajarkan approach Roaming Neighborhood Nature, Science learning outcomes fit in either category.

After testing the hypothesis, showing the results $T_{hitung} (36) > T_{tabel} (6)$, then H_0 is rejected. The conclusion is that there are differences in students' learning outcomes IPA with intellectual disability before and after the approach taught by Natural Roaming Around Nature Around affect the ability to listen to stories for students with intellectual challenges.

The findings above can be used as a consideration to the following recommendations: 1) For schools to be used as a reference suggested a new approach to improve the learning of Natural Sciences using the conventional approach with Nature Exploration approach Sekita. 2) For teachers need to develop approaches Roaming Neighborhood Nature in accordance with children's issues through learning activities by: changing the model of learning that lesson plans are provided by schools in accordance with the applicable curriculum, the necessity of learning conditions that involve the students as the student center, the teacher only acts as a

facilitator and motivator, the material used should be adjusted to the real conditions. 3) For further research is expected to expand research using Natural Approach Roaming Around (JAS) in subjects with different characteristics, so as to provide a broader knowledge.

CONCLUSION

The conclusion of this study is the result of data analysis known that the learning outcomes of students from eight only one who reached the KKM is determined to be 60. The average results for students during the pretest value of 37.5 after using a natural approach Roaming around the learning outcomes Natural Sciences retarded children is increasing and above KKM determined and has an average grade of 78.75 value. Visible value $T_{hitung} = 36$ $T_{tabel} (at \alpha = 0.05 \text{ and } N = 8) = 6$, $T (36) > T 0,05 (6)$. Based on these criteria, then H_0 is rejected so that it can be concluded that the approach of Natural Roaming Around influence on science learning outcomes in children with intellectual challenges SDLB B-C Kapanjen Malang. Browse approach Alam Neighbourhood affects the outcome of retarded children learn science in SDLB B-C Kapanjen Malang.

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THE ROLE OF WOMEN IN THE INFORMAL SECTOR IN BABATAN VILLAGE, SURABAYA

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ABSTRACT

The purpose of research describes the role of women in the informal sector tailors fabrics of cotton waste and goody bag in improving the welfare of the family in the Babatan village, Surabaya. Qualitative research approaches are presented descriptively, which will see an immediate and profound. The technique used is interview, observation and documentation. The research subjects consisted of one agent cotton waste cloth, one agent goody bag each of the four tailor fabrics of cotton waste and four tailor goody bag. Technical validity of data use triangulation sources and techniques. Data analysis techniques include data collection, data reduction, data presentation and conclusion. The result is that the role of women in the informal sector tailors fabrics of cotton waste and goody bag quite well in improving the welfare of the family. It can be seen from 1). Increasingly a fulfillment of more equitable life, 2). The ability to provide fund of education for children. 3). Having confidence in social interaction.

Keywords: *role of women, informal sector*

Economic growth and poverty is an important indicator to look at the success of development of a country. Each state will strive to achieve optimal economic growth and reduce poverty. In many countries of the world the main condition for the creation of a poverty reduction is economic growth. But the conditions in developing countries, including Indonesia's economic growth achieved were also accompanied by the emergence problem the number of people living under the poverty line. (Academic Paper Non-formal Education, 2014:1).

Poverty is unresolved problem until today. It was reinforced by Central Bureau of Statistic which provides the data for 2012-2013 in Indonesia reached by 28.59 million (11.66%). While the number of poor people in East Java in 2012 showed 4,960.54 thousand people or 13.08% of the population if the entire island of Java in both rural and urban. (http://www.bps.go.id/brs_file/kemiskinan_02jan13pdf accessed on Wednesday, March , 27 2013).

To overcome poverty, one of the approaches that can be done in improving the quality of life and raise the dignity of poor families is community empowerment. This concept becomes very important because it gives a positive perspective on the poor, namely through the empowerment of the women was developed by the non-formal education, this is done in the context of lifelong education services to people who desperately need.

The empowerment of women is the effort to improve or encourage being able to participate in improving their abilities. This

empowerment is indispensable in everyday life. Women also often experience the limitation in actualize herself. These limitations can lead to less women are actively engaged in an economic activity within the family in order to improve the welfare of the family.

The limitations such as lack of education, skills, at least employment, women ideological barriers associated households and certain constraints known as "*tipple burden of women*", that women have a tremendous potential to improve the economy, especially in managing the family economy.

Women today not only live as life partner or just take care of the household, but also capable of creating the economic resilience of the household. So that the role of women in sustaining life and livelihoods of families increasingly evident. Women not only work taking care of the family but also many who work outside the home or stay at home as informal sector workers.

From these statements, that women role shifted from their man task as an ordinary housewife. However, low education and the difficulty of getting work of the women prefer to work in the informal economy. The definition of the informal sector is dust cloth and sew goody bag.

Babatan village is one of the villages that a large part of her working population cottage industry sector, i.e. sew rags and goody bag. This is done by most women in the area to meet the economic needs of the family in order to improve the welfare of her family. They are breadwinners in the informal sector with relatively low income. The participation of women in livelihood activities, others do not, because the head of household income is not enough to make ends meet for his

family. Needs that need to be fulfilled in the life of housekeeping, among others: a decent living, nutrition and good health for all members and support the future of education.

In general, the head of household (male) in the Babatan village be working odd jobs, such as being blue-collar workers construction workers, general freight forwarder driver or small traders. It is key driver for women to work in the informal sector in order to participate in improving the welfare of her family. According to the data resident in the Babatan village in 2012-2013 there were 7975 families among the population is female as many as 14.085 people and the population of male amounts to 12.832 people. A total of 302 women as tailor fabrics of cotton waste and 32 as tailor *Goody Bag*.

Babatan village is one of the villages in Surabaya is a large part of the population works in the informal sector or sectors of the housing industry is sewing cloth rags and sewing *goody bag* is a job for the majority of mothers in the Babatan village. This is done by most women in the area to meet the economic needs of the family in order to improve the welfare of her family. They are skilled as breadwinners in the informal economy.

Tailor fabric cotton waste and goody bag in the region Swipe is one of livelihood for the mothers of households in the Babatan village. Sew cotton waste and *Goody Bag* dominated by mothers of households with low education, most graduates of elementary, junior high school or equivalency education and minimal scope of the social. But there are some who have higher education also conducts sew rags and *Goody Bag*.

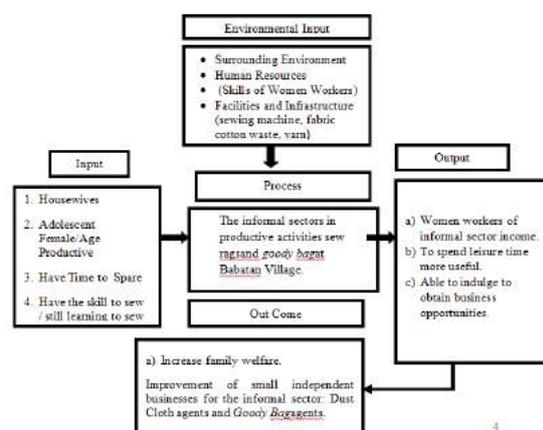
The researchers wanted to know how the role of women in the informal sector as a seamstress and tailor cotton waste cloth goody bag in improving the welfare of the family in the village of Babatan Wiyung- Surabaya.

METHODS

Research on the role of the women role in the informal sector to the sewing group goody bag and cloth rags in the Village of Babatan Wiyung Surabaya is a study with qualitative approach presented descriptively, or in other words, this study is a qualitative descriptive study, which will see firsthand and deep.

Researchers observe and explore phenomena that occur in the field for later interpreted and given meaning to then be adjusted with the goal of research is to describe the implementation, the role of the supporting factors and obstacles women in Babatan Village, Wiyung District of Surabaya.

Research flow chart to be conducted by a team of researchers using the steps as follows:



The subject of research is the informant who is the source of data collection. In this study, an informant is a woman who is a citizen of the move as a research location of goody bag agents and four goody bag tailors in the Babatan village has been sewing bag over 7 years. While informants agents and tailor cloth rags, researchers took four informants, where the informant is tailor cloth rags already experienced sew cotton waste more than 10 years working in the sewing cloth rags and one agent cloth cotton waste, wherein the agent is the biggest agents of existing in the Babatan village and also has a long way in the fabric industry cotton waste itself, as the primary data source for the implementation of the research so that researchers can get as much information from the informant has been selected.

Data collection techniques in a study must be considered carefully and thoroughly. To gather accurate data and the true need of the election proper techniques. Data collection techniques used in this study was interviews, observation and documentation.

Analyzing the research data is an important step. Analysis of the data in this study using non-statistical analysis. Qualitative data analysis by Bogdan (in Sugiono, 2012:244) state that "Data analysis is the process of systematically searching and arranging the interview transcript, fieldnotes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others" in other words, the data analysis is the process of systematically searching for and compiling data obtained from interviews, field notes, and other materials, so it can be easily understood, and its findings can be communicated to others. The rare steps that must be taken in qualitative data analysis Miles and Huberman, (1992:22) are 1) Data reduction, 2) Data display, 3) Verification of the data and draw conclusions.

In this study, data reduction is conducted by: 1) Make a summary of contact, 2) developing the coding, 3) make a note of reflection, and 4) disaggregation. A fourth data reduction technique is done continuously during the study and the results are expected to provide sharper.

With data reduction can gain a clearer picture of the reduced data and facilitate researchers to conduct further data collection and search, if necessary. The components in question are how respondents understand the role of women workers in the informal group of tailor's fabrics of cotton waste and goody bag.

Once the data is reduced, then the next step is to display the data. Miles and Huberman (1992: 17) define the presentation of data as a set of structured information that gives the possibility of drawing conclusions and taking action. Through the presentation of these data, the data is organized, arranged in a pattern of relationships, so it is easy to understand.

Data reduction is displayed or presented the results of research, making a detailed description on the findings of the research that can be read and understood.

Since the beginning of the data collection the researcher must make an interim conclusion. In the final stage, the conclusion must be rechecked (verified) on notes made by researchers and further towards the conclusions more robust.

The conclusion that has been made before the still tentative changed when found supporting evidence is strong on the next stage of data collection. The initial conclusion is supported by evidence of valid and consistent when researchers falls spaciousness to collect data, then the conclusion is a credible conclusion.

In accordance with the characteristics of qualitative research, there is a special standard that must be met in qualitative research. According to Linclon and Huba (1985: 42) there are four main types of standards or criteria to ensure the correctness of belief or qualitative research results are: (a) credibility by this criterion the data and information collected should contain a truth value, which means that the results of qualitative research must be believed by a critical reader and can be accepted by people or informants who provide information is collected during the collection of information took place.

RESULT AND DISCUSSION

Description of socio-economic conditions in the Babatan village, Babatan indigenous people in the village had an alliance mostly

living in Babatan villages, so that they are very good social relations. But there are also migrants residing in boarding houses and rented in the Babatan area. For the Babatan villagers economic circumstances, because most of the population are manual workers and informal workers, it can be classed them are prosperous family of phase I, prosperous family of phase II, and a small proportion of stage III prosperous family. This classification based on indicators BKKBN.

Tabel 1 Population of Babatan Village

| Number | Elucidation | RW I | RW II | Population |
|--------|-------------------------------|------|-------|------------|
| 1 | Number of RT | 6 | 8 | 15 |
| 2 | Number of KK | 2057 | 2234 | 4291 |
| 3 | Number of Goody Bag Agents | 2 | - | 2 |
| 4 | Goody Bag Tailor | 12 | 20 | 32 |
| 4 | Number of Cotton Waste Agent | 6 | 3 | 9 |
| 5 | Number of Cotton Waste Tailor | 225 | 77 | 302 |

Data obtained from the analysis of data collected through interviews, observation, and documentation. The data in this study describes how the role of women in the informal sector through tailor cloth rags and a goody bag in improving the welfare of the family in the Babatan Village.

From a tailoring business cloth rags and a goody bag that is carried by the women in the Babatan village, the women here can provide its own role for the economic life of their families, even though the income earned by the women this is nothing but sew cloth rags and a goody bag is enough to help them in fulfilling their daily needs. Income earned on average is Rp. 250,000 to Rp. 380,000 obtained every week, but it can make a woman in the Babatan village has its own power in improving the welfare of the family.

The Fulfillment of Decent Living Needs

According to Suyatno (1996:54) Women are economic resources not less important than men. Awareness of women in the household and not simply as appendages of reproductive function, but more than that of women also proved that women can also contribute significantly to the economic viability and can improve the welfare of family and community life. Sew cotton waste and goody bag for women Babatan village is not unfamiliar activity, here they can work as desired and its spare time without having to leave their domestic activities as a housewife. The purpose of sewing cloth rags and a goody bag activity for women in Babatan villages is to help improve the economy of their families so as to affect the welfare of her family.

In general, the cost of living or spending to feed the Babatan community is around Rp. 25.000 -

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TEACHING AND LEARNING APPLYING EXPERIENTIAL LEARNING CYCLE IN STUDENT CENTERED LEARNING PROCESS

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ABSTRACT

Experiential learning cycle has been known as the process for adult learning and usually used in adult training. MDF has been using it as the basic approach in all of its training. Knowing the four steps of the cycle - experiencing, processing, generalizing, and applying—my presentation will discuss whether this model is truly only appropriate for adult learning, or can also be used for any learning process, including for formal education, for teaching at schools or lecturing at universities. To apply this model in the classroom, a teacher/lecturer should function as a facilitator. The presentation also highlights how the first step of the cycle, experiencing, has been misinterpreted by many trainers in their efforts to apply the experiential learning model in their training, and how learning games has been mixed up with ice breakers. Finally, I will bring up possible challenges that education and training institutions can have in order to apply this model effectively in their system.

Keywords: *teaching, learning, experiential learning cycle, student centered learning process*

Adult learning is usually associated with adult training and has been used in development program for many years. The concept, known as andragogy, was popularized by Malcolm Knowles in the 70's-'80's, and is based on an assumption that adults want to learn. He defined andragogy as "the art and science" of adult learning. Currently, adult learning is perceived as "learner-centred education" for people of all ages as alternative to teacher-centred education (synonym for teaching). Meanwhile, in the 80's David Kolb found out that adult learning forms a cycle, known as adult learning cycle or experiential learning cycle.

MDF, a training and consultancy company established in 1984 in Ede, The Netherlands, uses both concepts, along with other learning theories, as the basic principle in delivering its services. Our principles incorporated in our services which are training, workshop and consultancy works encompass the basic values of interest and willingness to learn and share ideas with others, the possibility to simplify complex matters and the fact that experience and wisdom are available within networks, organizations and individuals. These principles are reflected in our training approach which is highly interactive and participatory, stimulating self-discovery and out-of-the-box thinking and ownership. The information presented here is based on MDF's experience as a training and consultancy company, particularly in MDF Asia in Bali, as well as my observation and past experience as civil society specialist of USAID Program Representasi project formerly, and a training

advisor of USAID Local Governance Program some years back.

Adult Learning – the Assumptions and Principles

The andragogy approach is all about putting the learner in the driving seat (Conner, M.L, 1997-2004). The concept is about self-directed learning, and informal adult education (Smith, M.K., 2002) was presented as opposite to pedagogy, the education of children. Knowles made 5 assumptions about the characteristics of adult learner, i.e. 1) self-concept: An adult self concept moves from being a dependent personality toward being a self-directed human being; 2) adult Learner Experience: An adult accumulates a growing reservoir of experience that becomes an increasing resource for learning; 3) readiness to Learn: An adult's readiness to learn becomes oriented increasingly to the developmental tasks of his/her social roles; 4) Orientation to Learning: Adult's time perspective changes from one of postponed application of knowledge to immediacy of application. Accordingly, his/her orientation toward learning shifts from subject-centeredness to problem centeredness; 5) motivation to Learn: Adult's motivation to learn is internal.

In addition to the above assumptions, Knowles' also suggested 4 principles that are applied to adult learning 1) adults need to be involved in the planning and evaluation of their instruction; 2) experience (including mistakes) provides the basis for the learning activities; 3)

adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life; 4) adult learning is problem-centered rather than content-oriented. (Kearsley, 2010)

If you evaluate the results of a training programme, it is not uncommon to find the trainees who do not do, or are not capable of doing, what the training programme was set up to enable them to do, or university students who can not relate what they learn with the real life. There are many reasons why this may occur; one of the causes of failure is poor design of the training event, due to incorrect assumptions about the way in which the trainees will learn to do the job, or the students to achieve the learning objectives set in the curriculum. This paper discusses the way in which people learn, suggests how a trainer/teacher can make use of the "Adult Learning Cycle" to design more effective training events, and anticipate possible challenges that an organization can have to apply it in a formal education setting, particularly at higher education level.

Adult Learning Cycle – Experiential Based

Many training programmes and university courses begin with theory; practice only comes later. The Adult Learning Cycle takes the opposite route: it is an experiential learning cycle. There are four major steps in the cycle, the first of which is always experience. The steps are experiencing: (seeing, doing an activity); processing (reflecting on, discussing the activity); generalizing (inferring from the experience at a higher level of abstraction, define some "truth" about how things work); applying (making use of the generalisation to change behaviour to become more effective).

How do we, at MDF, do it in practice? For the first step (Concrete Experiencing), the trainer sets up situations, settings and environments, which are most likely to provide the trainees with the desired experience or will enable them to recall a real life experience related to the topic. The trainer then provides a structure for reflection, discussion or feedback, which enables the trainees to share reactions and observations and process the experience (Reflective Observation). If the trainees are to make use of the training in their real work, they will have to transform what they have observed in one specific situation into a general principle or draw a general lesson from it. The trainer enables participants to do so by linking existing knowledge about the topic to experience of the trainees. This existing knowledge can be brought either by participants as well as by the trainer, who might present this through a brief presentation or facilitate the discussion to clarify the points and help to relate

them to potential application (Abstract Conceptualisation). Finally, to conclude the session, the trainer helps trainees to identify and plan how they will apply what they have learned to help them to do their work more effectively (Active Experimentation) and when possible organise a real life application which again provides new input for another loop according to the learning cycle.

The cycle is shown in the picture below.

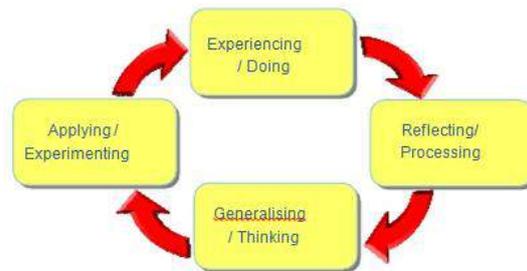


Figure 1: The experiential learning cycle

MDF combines the insights of the presented learning theories to provide the most effective training courses. The concept of experiential learning serves as organiser of the learning process of training courses. The insights of androgogy enable to deliver high quality learning and outline more concretely the role of the trainer. The overlap between these learning theories, as well as their complementary, confirms their relevance for trainers and provides a strong argument for the application of the theories.

Misinterpretation of the Concept

In my current and previous jobs, I meet and interact a lot with various trainers, and observed how they conduct group processes. There have been many instances where I found the first step of the adult learning cycle, the experiencing, has been misinterpreted as giving ice breakers. In an attempt to make the beginning of the training lively, many trainers employ different kinds of icebreakers. Unfortunately, they did it just for fun, and it became meaningless. This has made lots of people cringe when they hear the word "icebreaker". They perceived icebreakers as touchy-feely, frivolous, and a big waste of time.

This perception has been caused by different arguments. Some critics argue learners from different cultures and countries may be even more averse to icebreaker activities than skeptics in the U.S. Others suggest the dislike of icebreakers may not be so much a reflection of the culture but of the individuals themselves. Are they learners introverts or extroverts? Managers or line workers? Do they know each other or not? Does the technical nature of the course necessitate a collaborative learning environment or not?

Certainly icebreakers should not humiliate participants or put them on the spot, nor should they create an overly competitive tone.

Still, despite their bad reputation, icebreakers remain a highly valued component of many learning sessions, no matter the age, level, or geographic location of the learners. Why? Because the benefits of icebreakers so strongly outweigh the drawbacks, most of which can be managed by carefully selecting and framing the activity. That is, if they are used properly. So the question, then, is not whether to do an icebreaker or not, but how to do it right. There are at least three reasons, called "three Rs", that guide one in selecting an appropriate exercise for an icebreaker. It should be either complements your goals (relevance), or draws participants in without putting others off (relaxation), and is followed up with a discussion that articulates the benefits derived from the experience (review).

To avoid more misinterpretation on icebreaker, in MDF we call the three R-ed icebreakers "teasers". The name was taken from the term that some people use in film / television production. A "teaser" for the TV and film people is a very brief, 1-3 minutes opening segment of a film / a TV show that subtly disclose the hinds of the main theme of the show.

Trainer as Facilitator

To apply the experiential learning cycle in student centered learning process, the teacher/trainer is expected to shift his/her role from the sole source of the knowledge and information to a facilitative expert who guides a group process and creates an environment in which the process can flourish, and so help the group reach a successful decision, solution or conclusion. The "group process" is the approach used to manage discussions, get the best from all members, and bring the event through to a successful conclusion.

In a well facilitated group process, participants learn most from actually doing things themselves: in subgroups, discussing with each other and receiving feedback from the trainer and from each other. Training is no longer a one-way track in which the trainer pour knowledge into empty vessels, but a living interaction, which makes training fascinating.

Facilitation of learning in group work starts with clear instructions of the assignment for participants. The trainer/facilitator gives instructions for an assignment in such a way that it is perfectly clear for the participants what is expected from them. When they return in plenary, the facilitator enables them to share their concerns and questions with the group. This has to be done with sufficient profundity, so the participants'

application of the concepts is based on a well informed understanding . All this needs to be carried out in an efficient way without losing flexibility with regards to time.

To facilitate effectively, the facilitator must have some basic skills. There are four levels of skills required of a great facilitator 1) the basic intra-personal level: A facilitator needs to be mature emotionally, and able to manage his/her emotion well. He/she should respect the group and trust them as adults that have ample knowledge and experience; 2) the interpersonal level: The facilitator needs to be able to communicate with the group, make them understand the process, know their expectation of the group process and what they are expected to do. On the other hand, he/she also needs to understand what the participants say, listen actively, detect important issues, and summarize the discussions; 3) the group dynamics level: Here the facilitator is expected to stimulate open dialogue and cross sharing among participants. He/she should also be able to manage group dynamics, even conflicts, should they arise. To perform well at this level, a facilitator has to be objective. It doesn't mean he/she has to come from outside the organization or team, though. It simply means that, for the purposes of this group process, he/she will take a neutral stance. A facilitator steps back from the detailed content and from his/her own personal views, and focus purely on the group process; 4) The process design level: A facilitator is expected to also be skilful in designing the event that he/she is going to facilitate. To do this effectively, he/she needs to consider several factors, i.e. the nature of the topics under discussion, the expected output of the event, who the participants are, how many are expected to attend, what their backgrounds and positions are, what is their position toward the subject, how well they know it – and each other, the type of involvement people need to have, the time he/she has available.



Figure 2: The skills of a facilitator

This is where and when a facilitator plans how he/she would weave the adult learning and other learning concepts into the process and produces a well designed plan, a blue print, of the process that he/she is going to facilitate. The illustration on the next page shows the skill levels of the facilitator.

The secret of great facilitation is a group process that flows – and with it will flow the group's ideas, solutions, and decisions too.

Application in University Courses

There is a popular misconception that everyone can teach as long as they are discipline experts. For university teachers, their teachings should be “scholarly”, which means, it is based on research and theory, a more informed approach to teaching. A question to ask now is, can the adult learning cycle and the facilitation models be applied in university teaching and still make it “scholarly” and effective? More challengingly, can they become an applied model of university teaching?

Takalani S. Mashau (School of Education, University of Venda, South Africa) and Cosmas Maphosa (Faculty of Education, University of Fort Hare, South Africa) conducted a study on facilitation of learning in universities to make effective teaching. They pointed out that there is common agreement that effective teaching should result in meaningful learning for learners. Students do not necessarily need to acquire knowledge for knowledge's sake, but they should be able to apply what they learn in real life situations. To help them get there,, the teachers should follow some rules, one of which is to apply experiential learning.. Melvin L. Silberman defines it as “...the involvement of learners in concrete activities that enable them to ‘experience’ what they are learning about and the opportunity to reflect on those activities”.

That is from an academic and theoretical stand point. From the practical front, MDF has experienced and observed through its technical assistances to a number of clients, that applying experiential learning in universities can be done. Part of our clients was universities in Eastern Indonesia, a.o. Universitas Nusa Cendana and Politeknik Pertanian Negeri in Kupang, Universitas Khairun in Ternate, and Politeknik Negeri Kupang. Through a capacity building program funded by NUFFIC, MDF provided a series of training (including ToT and Competency Based Learning) to these universities. The change that took place included a.o use of teasers in the teaching-learning activities in the forms of film, game, and story telling (no teaser had ever been used before by the lecturers), application of

experiential learning cycle completely in their lecture (which had never been done before MDF's intervention).

The other client is a national training institution, Lemhannas RI (National Resilience Institute) that provide training for national leaders. MDF has been facilitating it in reshaping its curriculum and training its trainers on various management topics including interactive teaching. Using and introducing experiential learning cycle along with other interactive and participatory methods through a series of training of trainers program, we observed some positive changes in the way some of the trained trainers conducted their courses at Lemhannas. This included a.o. use of different forms of teasers in the beginning of their sessions (short video related to the subject, a series of data on a slide, recent news from the newspaper), reflecting on the teaser / debriefing, as the bridge to the main presentation. This had never been done before, admitted the trainers' assistants that have assisted the senior trainers for some time, use of small group discussion as the application step of the cycle. This had never been done either before, with the reason that “it is not possible to do it in a big class of 125 participants”. But they have tried and found out that it was doable, more relaxed atmosphere by way of the trainer walking around the class and approaching the participants. This also was a new style for them, as they used to lecture either from a podium or sitting at a table on the stage, use of new review method (the trainer used carousel and admitted she had never used it before).

At this stage, in the mentioned universities, the change has been well appreciated by the management. Although the number of faculty members that have been trained on this approach was relatively small (around 40 lecturers), the management of the universities have encouraged other faculty members to also apply it. With Lemhannas, although the number of senior trainers that we have observed to apply it has been small (7 out of 40 trainers that have been trained in MDF ToT), the Deputy of Governor has expressed his intention to have more trainers trained on the ToT, to escalate the good practice.

The Opportunites and Challenges

Promoting a new way of teaching can be considered promoting a change in an educational institution, and change is part of an organization's development. In its development and growing process, an organization also goes through a certain stages of learning. In that sense, as a learning organization, the cycle of learning is applicable not only for people's learning, but also for an organization's.

Since the basic believe in adult learning cycle is that adults learn best from experience, applying it in the context of organizational learning, MDF also believes that an educational institution (in this case, a university) can also learn from its experience. With an assumption that a university has a keen interest to enrich its courses modalities with a new/different model, the first step of the cycle (“Doing/re-doing”) can be done by having lecturers and academic staff share their experiences, knowledge and expertise on how the curses have been delivered so far, as well as expectations of, and ideas on the new initiative (see Figure 3 below). This is also meant for building a clear linkage between the new ideas with existing working realities.

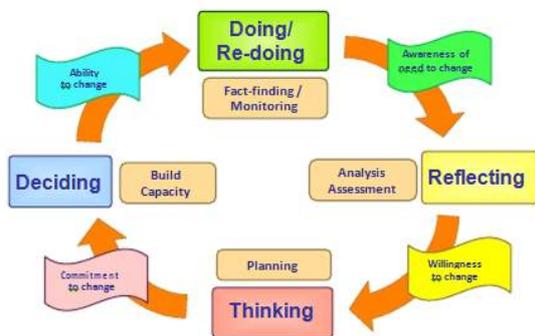


Figure 3: The organizational learning cycle

As you can see in the organizational learning cycle, each step of the learning process goes hand in hand with a step of a change cycle, i.e. the facts finding step of the learning cycle is accompanied by raising awareness of the stakeholders for the need to change, the reflection process of the learning is followed by encouraging their willingness to change, the thinking and planning in the learning cycle is accompanied by getting stakeholders’ commitment to change, the applying/ experimenting process of the learning cycle goes with building the capacities and facilitating stakeholders to implement the change.

Process wise, that is the prescribed flow. However, changing the way the lecturers teach doesn’t concern only the lecturers, but everyone else as well as other components in the organization. Therefore, institution wise, it will affect all elements of an organization. MDF sees organization as an entity within an environment, and the environment (external) is considered part of an integrated way of looking at an organization. Why so? Because the reason for existence of an organization is actually to respond to, and influenced by, what’s out there in the environment. We call this an Integrated

Organization Model (IOM - see the elements of IOM in Figure 4 below).



Figure 4: Elements in Integrated Organization Model

The IOM suggests that any change within an organization will affect the whole elements of the organization. Let’s take promoting a new way of teaching as an example. How do we see it from the IOM perspective, and what questions can we ask to challenge ourselves and to see if the promoted change is feasible or doable?

Those were some examples of key questions that the management of a university needs to ask themselves in order to make the proposed change inter-woven with the whole system of the organization and owned by everyone concerned. You might have a lot more provoking and strategic questions as you know the surrounding and specific conditions of your own organization. That is, when we look at the change from an integrated organizational perspective. MDF has been using this model in assisting its clients go through a strategic planning process

From programmatic view, Mashau and Maposa recommended the following points for a university to ensure effective facilitation of learning regular Short Courses for lecturers on curriculum development, learning material development, assessment and moderation, among others, coordinated by teaching and learning centres, to assist them with knowledge, skills and values on teaching and learning, and enhance teaching and learning, qualifications in Teaching for academic staff to help them getting prepared for the ever-changing roles in teaching and ensures that teaching is professionalized. Professionalization of teaching in universities will certainly enhance teaching and learning, action Research into Teaching and Learning by academic staff members on challenges and even successes regarding teaching and learning, to make them engaged in systematically examining their teaching processes and findings will inform practice, recognising and Rewarding Excellence in Teaching so lecturers who excel in teaching

can be recognized in the same manner that top researchers in universities are recognised and rewarded.

CONCLUSION

Experiential learning cycle help students and training participants connect the subject being taught with their experience and the reality in life. It also makes teaching more effective, lively and engaging. To do that, a teacher/trainer has to function as a facilitator. In taking that role, one needs to apply the concept properly, do not misuse it to avoid misunderstanding of the process. It takes a comprehensive and integrated approach for a training/education institution to make conventional teaching become facilitated learning. And to shift from the old practice, the institution needs to become a learning organization. In higher education context, when teaching is given equal status with research and academic staff members who excel in teaching are given due recognition, this will go along the way towards promoting effectiveness of teaching.

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READING METHOD EFFECT OF UNDERSTANDING ABILITY TO SOLVE PROBLEMS INCREASE STORIES FOR ELEMENTARY SCHOOL STUDENTS

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ABSTRACT

One factor creating problems to students in doing essay test items in mathematics is the students' reading comprehension ability. The reading ability can be enhanced through various reading comprehension practices which have developed in the world of education nowadays. ECOLA, OK4R, and SQRQCQ are methods which can be applied to develop the students' comprehension ability. The presents study is trying to compare the effects the methods perform in developing the ability of doing the essay test items in mathematics of the 3rd year elementary students.

Keywords: *method, understanding, ability, elementary school.*

One of the goals of giving mathematics courses at the school is that the students are able to solve mathematical problems. The ability to solve problems here include the ability to understand the problems, devise a mathematical model, solve the model and interpret the obtained solution. Therefore, in the discussions, learning mathematics should be familiarized by proposing a real problem, which is learning to associate a real problem in everyday life. Learning to associate the subject matter with real problems in daily life, seems to learning math word problems.

There are many factors why students have difficulty in solving mathematical problems due to the form of word problems. One of the factors that led to students' difficulties in solving the story, is the level of students' reading comprehension. Math word problems are packed in a story about the lives of students, and require the students to read a text about the story first before finishing the problems. Usually students' difficulties in changing the sentence into a mathematical sentence so that the matter can be resolved. This makes the students feel bored when solving word problems.

In order to make students complete the required math word problems the students must possess two skills in advance, the ability to understand a series of sentences and the ability to convert the story sentences story in the form of a series of mathematical symbols.

Reading comprehension can be trained with various methods of reading comprehension that are emerging in the world of education today. Some of the methods that can be applied to improve students' reading comprehension, is the DRA, DRTA, Ecola, GIST, OK4R, SQ3R, REAP, PQ4R, PQRST,

SQRQCQ, CALLA, and others. Methods of reading comprehension have been widely demonstrated able to improve reading comprehension through research.

If the students' reading comprehension is good, the ability to solve word problems of these students would also be good. It is also that there are several methods of reading comprehension that can train students' reading comprehension. Therefore, if we applied the methods of reading comprehension, the ability of students' reading comprehension result ability in solve math word problems also will be good too. This study aims to determine the effect of the method of reading comprehension ability to solve math word problems and to find out whether there are differences in the effect of any method of reading comprehension in class III.

Various methods of reading comprehension have been described by Yunus Abidin in his article Learning Reading-Based Character Education. However, this study will only use three methods of reading comprehension, OK4R, Ecola and SQRQCQ. The following will describe the objectives, rationale, ladders, and conformance level readers of the three methods (Abidin, 2012)

Stages of implementation of learning by using OK4R are as follows: 1) Pre-Reading Stage. Prepare reading materials, students read the text to get discourse and organize the keywords. 2) Stage Reading. Reading in by heart and then retelling. 3) Post Reading Stage. Reflection and revisited.

Ecola method implemented in several stages of learning as follows: 1) Pre-reading Stage. Editing communicative goals. 2) Reading Stage. Reading in the heart, crystallization understanding through writing, discuss the reading material. 3) Post-Reading Stages. Compare Writing and interpretation of results.

In general, the stages SQRQCQ method can be done through the following steps. 1) Pre-Reading Stage. The surveing: students do activities read by reading the survey. Qustioning: students should prepare questions systematically from one issue to another issue. 2) Reading Stage. Reading: Students read a discourse to find the subject matter contained in the discourse. Questioning: students were required to make a fundamental question about a mathematical process. Computing: students begin working on or conducting the actual calculations for any problems found. 3) Post Reading Stage. Questioning: students are required to examine the answers has got to ask a question to itself.

Ability is the ability, skill, strength or potential congenital or the result of exercises that can be used to perform an act. Furthermore, the settlement means the story is about how a person solves the problem in the form of math problems presented in story form. According Muhibbin Shah (1995) studying the settlement of the problem basically is to learn to use the methods of scientific or systematic thinking, consistent, logical, organized and meticulous. So, problem-solving math story is basically the work of an evaluation process that uses a tool such as a description or story about the form.

METHODS

The method used an experimental research with quasi experimental method, the method of the controlling experiments conducted on the variables deemed most dominant. The subjects were students of class III from three elementary schools in Jakarta. Data collection techniques used in this study is a test. Test with Math word problems such tests are performed by applying three methods of reading comprehension, ie OK4R, Ecola, and SQRQCQ.

RESULTS AND DISCUSSION

Results

Implementation Method OK4R

The ability to solve word problems of learners of the third year in an elementary school is categorized include in the low level before studying math word problems using reading comprehension OK4R. The ability to solve word problems increas after using the method of reading comprehension OK4R. This indicated by the increase in the average value of the test results about the ability to complete the story, from 37.81 into 80.67 after following study Math word problems using reading comprehension OK4R. An increased very significantly by 42.86 points. This increase is very high, whereas the mathematical concepts

used to solve word problems have been studied before implementing the method OK4R. Mathematical concepts used to solve word problems is the number arithmetic operations with the results of counting numbers in the hundreds. This shows that use of the method of reading comprehension OK4R really helped students in solving word problems. This is consistent with the results of assessment Student Worksheet (LKS) while following a story about learning to use the method of reading comprehension OK4R reached an average of 88.14. In the table below, you can see the average values for each type of assessment along with the minimum and maximum values.

Table 1. The Average Value of Student

| Type | Average | Minimum Value | Maximum Value |
|-------------|---------|---------------|---------------|
| Before Test | 37.81 | 14 | 77 |
| LKS | 88.14 | 67 | 100 |
| After Test | 80.67 | 65 | 100 |

When viewed from the number of learners who have increased category after learning about the story with the method of reading comprehension OK4R, many students have very high grades and categories and very high categories. In fact, before following the study, more than 50% of students gained low grades and very low categories. The following tables shows data overview.

Table 2. Frequency Distribution of Students by Categories

| Category | Frequency | | Percentage (%) | |
|-----------|-----------|-------|----------------|-------|
| | Before | After | Before | After |
| Very Low | 3 | 0 | 14,29 | 0 |
| Low | 12 | 0 | 57,14 | 0 |
| Medium | 2 | 0 | 9,52 | 0 |
| High | 4 | 13 | 19,05 | 60,90 |
| Very High | 0 | 8 | 0 | 38,20 |
| Total | 21 | 21 | 100 | 100 |

The percentages of the students who get grades based on categories such as tables, are presented in the following graph.

Results Implementation Method Ecola

The ability to solve word problems students third grade elementary school before attending learning about the story by using the method of reading comprehension Ecola be in the medium category, with an average of 41.97 capability. Furthermore, during the process of learning about the story by using the method of reading comprehension Ecola obtained an average value of 81.94 LKS. After learning the method of reading comprehension Ecola, the value of average ability to solve word problems amounted to 78.39. The

following table is for each value along with the minimum and maximum values.

Table 3. The Average Value for Each Type Ratings

| Type Rate | Average | Minimum | Maximum |
|-------------|---------|---------|---------|
| Before Test | 41.97 | 0 | 64 |
| LKS | 81.94 | 44 | 100 |
| After Test | 78.39 | 38 | 100 |

In learning the story with reading comprehension OK4R methods, concepts or materials tested are a concept that has been studied. Therefore, an increase in the average value of the ability to complete word problems before and after learning the story with the method of reading comprehension become interesting research findings. Furthermore, when viewed from the frequency distribution of learners based on the category of high-medium-less result of studies showing that less than 7% of students the grades ability to solve word problems with the category of high and very high, but after participating in learning about the story by using Ecola reading comprehension, students received shiring the grades ability to solve word problems with high and very high category 94%. The following details the percentage of learners and the categories of the acquisition value the ability to complete word problems.

Table 4. Frequency Distribution of Students by Categories

| Category | Frequency | | Percentage (%) | |
|-----------|-----------|-------|----------------|-------|
| | Before | After | Before | After |
| Very Low | 1 | 0 | 3.03 | 0 |
| Low | 13 | 1 | 39.39 | 3.03 |
| Medium | 17 | 1 | 51.52 | 3.03 |
| High | 2 | 17 | 6.06 | 51.52 |
| Veru High | 0 | 14 | 0 | 42.42 |
| Total | 33 | 33 | 100 | 100 |

The increase of the ability to solve word problems using reading comprehension is very interesting because of the increase was better than the average value and the number of students who received grades ability to solve word problems are in high and very high categories.

Results Implementation Method SQRQCQ

The ability to solve word problems, third grade of the students elementary schools before attending learning the story included in the category of low in 37.60. After sitting in learning and the scare became the story by using the method of reading comprehension SQRQCQ, there was an increase, which amounted to 78.20 (high category). Therefore, it can be said that the use of methods of reading comprehension in learning about the story

SQRQCQ can improve ability to solve word problems of learners class III SD. The use of this method help students solve word problems. This is reinforced by the data during the learning process taking place with an average value of 89.49. The following table presents the average values for each type of assessment.

Table 5. The Average Value for Each type Ratings

| Type Rate | Average | Minimum | Maximum |
|-------------|---------|---------|---------|
| Before Test | 37.60 | 0 | 75 |
| LKS | 89.49 | 57 | 100 |
| After Test | 78.20 | 50 | 100 |

The increase in the average value of the ability to solve problems of this story is accompanied the increase in the number of students who received grades with high and very high categories. Before attending learning about the story by using the method of reading comprehension SQRQCQ, the number of learners who obtained a category of high and very high is less than 9%, but after a study by the method of reading pemahamn SQRQCQ increased sharply, ie more than 90% of students who received grades ability completing word problems with high and very high categories.

Table 6. Frequency Distribution of Students by Categories

| Category | Frequency | | Percentage (%) | |
|-----------|-----------|-------|----------------|-------|
| | Before | After | Before | After |
| Very Low | 5 | 0 | 14.29 | 0 |
| Low | 18 | 0 | 51.43 | 0 |
| Medium | 9 | 2 | 25.71 | 5.71 |
| High | 3 | 19 | 8.57 | 54.29 |
| Veru High | 0 | 14 | 0 | 40.00 |
| Total | 35 | 35 | 100 | 100 |

Comparative Analysis

The comparative analysis is done by comparing the results of the assessments before all ability to solve word problems on learning the story using good reading comprehension OK4R, Ecola, and SQRQCQ. Based on the results of these comparisons, conducted inferential analysis using a different test.

Comparison Capabilities Complete Tasks Story

The ability to complete the story of the third grade students of the elementary school learning process with different methods of reading comprehension are presented in the following table.

Table 7. Comparison Average Problem Solving Ability Story

| No | Methods Type | Before | | After | |
|----|--------------|---------|----------|---------|-----------|
| | | Average | Category | Average | Category |
| 1 | OK4R | 37.81 | Low | 80.67 | Very High |
| 2 | ECOLA | 41.97 | Medium | 78.39 | High |
| 3 | SQRQCQ | 37.60 | Low | 78.20 | High |

Based on the table we can see the average value ability to solve word problems of the third grade elementary school after the learning process with a method of reading comprehension OK4R higher than average ability to solve word problems students third grade elementary school that follows the learning methods of reading comprehension Ecola and SQRQCQ. When compared with the acquisition value of the ability to solve problems before following the story of learning, it also appears that the increase in the value of the before and after learning the story with the method of reading comprehension OK4R also higher than the increase in the value of the other.

Before conducting the test, other tests are needed to determine the statistics to be used. The tests were meant to test the normality and homogeneity.

Test results of the data about the story on the ability to complete the study by the method of reading comprehension OK4R according to Kolmogorov-Smirnov produce an index of 0.150 with 0.200 significance so that it can be concluded that the data is the ability to solve problems with the story on learning method of reading comprehension OK4R is in normal distribution.

Furthermore, the data normality test for ability to solve word problems in learning reading comprehension Ecola method according to Kolmogorov-Smirnov produce an index of 0.215 with 0.012 significance. Therefore, according to the Kolmogorov-Smirnov obtained the significance index of less than 0.05. Thus, we can conclude that the data the ability to complete word problems in learning reading comprehension Ecola method of distribution is not normal.

The data of normality test for the ability to complete word problems in learning reading comprehension SQRQCQ method according to the Kolmogorov-Smirnov produce an index of 0.135 with 0.200 significance. The index obtained by Kolmogorov-Smirnov has bigger significance than 0.05. This means that the data of the ability to solve problems with the story on learning method of reading comprehension SQRQCQ normal distribution.

Test results are based on the Lavene producing F value of 1.665 with 0.195 significance. Due to the significance acquired is bigger than 0.05 it can be concluded that all three variance data of ability to solve word problems learners class III SD on learning three different methods of reading comprehension is not different or homogeneous. Test the difference in the average ability to

solve word problems learners class III SD on learning with three methods of reading comprehension OK4R, Ecola, and SQRQCQ using IBM SPSS Statistics 22. This test uses parametric statistical methods for one of the data the ability to solve problems is not normal story, Kruskal Wallis test based on Asymp.Sig .660 with degrees of freedom $df = 2$. If the chi-square value is compared with a table for $df = 2$ and a significance level of 5% was obtained chi-square value of 5.991 which is less than the value of chi-square count. So it can be concluded that there are differences in the ability to solve problems with the story on learning OK4R method of reading comprehension, Ecola, and SQRQCQ.

Regression analysis was performed to determine how much influence the use of methods of reading comprehension OK4R, Ecola, and SQRQCQ the ability have in solving word problems.

The linear regression equation to the data the ability to complete word problems in learning by using the method of reading comprehension is OK4R. The regression equation is obtained from the calculation data using IBM SPSS Statistics 22 in the following table.

Table 8. Regression Analysis for Problem Solving Ability Data Stories on Learning by Using Method of Reading Comprehension OK4R

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|------------|-----------------------------|------------|---------------------------|-------|-------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 54.185 | 16.865 | | 3.213 | 0.005 |
| | LKS1 | 0.300 | 0.190 | 0.341 | 1.579 | 0.131 |

The linear regression equation which has been obtained needs to be analyzed whether the processed data actually has a linear regression line. Therefore, the linearity test with the results presented in the following table.

Table 9. Data Linearity Test Results Problem Solving Ability Story on Learning by Using Method of Reading Comprehension OK4R

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|--------------------------------|------------|----------------|----|-------------|-------|-------------------|
| 1 | Regression | 170.649 | 1 | 170.649 | 2.494 | .131 ^b |
| | Residual | 1300.018 | 19 | 68.422 | | |
| | Total | 1470.667 | 20 | | | |
| a. Dependent Variable: AFTER | | | | | | |
| b. Predictors: (Constant), LKS | | | | | | |

According to the table, the obtained F value of 2.494 where the value is less than the critical F value at the 0.05 significance level which is equal to 4.38. This shows that the regression equation obtained is unfavorable to predict ability to solve word problems learners class III learners SD on learning three variables using the method of reading comprehension OK4R are used as a predictors.

Furthermore, the calculation to obtain the coefficient of determination are presented in the following table.

Table 10. Calculation Results Coefficient of Determination

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|--------------------|----------|-------------------|----------------------------|
| 1 | 0.341 ^a | 0.116 | 0.070 | 8.272 |

In the table above are presented determination coefficient of 0.341 which indicates that the use of the method of reading comprehension OK4R affect the ability to solve word problems is less than 50%, increasing to 34.1%. The magnitude of this percentage can not be used as a benchmark for the regression equation obtained unfavorable.

Regression Analysis Method of Ecola Reading Comprehension

Data on the ability to solve word problems in learning by using the method of Ecola reading comprehension analyzed by regression using IBM SPSS Statistics 22 in order to obtain the following table.

Table 11. Regression Analysis for Problem Solving Ability Data Stories on Learning by Using The Method of Ecola Reading Comprehension

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|-----------------------------|------------|---------------------------|-------|-------|
| | B | Std. Error | Beta | | |
| 1 | (Constant) | 51.109 | 10.405 | 4.912 | 0.000 |
| | LKS | 0.333 | 0.125 | 0.432 | 2.665 |

The table is based on the linear regression equation of the data about the story on the ability to complete the study by using the method of Ecola: reading comprehension. Furthermore, to ensure he appropriate linear regression equation to predict the ability to solve word problems in learning using the method of Ecola reading comprehension, then the linearity test in order to obtain the following results.

Table 12. Data Linearity Test Results Problem Solving Ability Story on Learning by Using Method of Reading Comprehension Ecola

| Model | Sum of Squares | df | Mean Square | F | Sig. | |
|--------------------------------|----------------|----------|-------------|---------|-------|--------------------|
| 1 | Regression | 809.428 | 1 | 809.428 | 7.103 | 0.012 ^b |
| | Residual | 3532.450 | 31 | 113.950 | | |
| | Total | 4341.879 | 32 | | | |
| a. Dependent Variable: AFTER | | | | | | |
| b. Predictors: (Constant), LKS | | | | | | |

In the table shown calculated F value of 7.103, with yields more than the value of F table, which amounted to 4.16 with DF1 and DF2 = 1 = 31 as well as the significance level of 5%. This shows that the linear regression

equation obtained can be used to predict the ability to solve word problems in learning by using the method of reading comprehension Ecola. Furthermore, based on the calculation of determination coefficient obtained by the coefficient of determination are presented in the following table.

Table 13. Calculation Results Coefficient of Determination

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|--------------------|----------|-------------------|----------------------------|
| 1 | 0.432 ^a | 0.186 | 0.160 | 10.675 |

a. Predictors: (Constant), LKS

Based on the table coefficient of determination of 0.432 so it can be concluded that use of the method of reading comprehension Ecola affect the ability to complete the story about 43.2%.

Regression Analysis Method of Reading Comprehension SQRQCQ

The regression analysis of the data on the ability to solve word problems learning by using the method of reading comprehension SQRQCQ are presented in the following table.

Table 14. Regression Analysis for Problem Solving Ability Data Stories on Learning by Using Method of Reading Comprehension SQRQCQ

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|-----------------------------|------------|---------------------------|--------|--------|
| | B | Std. Error | Beta | | |
| 1 | (Constant) | 86.397 | 16.956 | 5.095 | 0.000 |
| | LKS | -0.092 | 0.188 | -0.084 | -0.487 |

a. Dependent Variable: AFTER

Based on the results of the regression analysis obtained by linear regression equation to data capabilities to solve problems on a story of learning by using the method of reading comprehension SQRQCQ. Furthermore, the linearity test of the linear regression equation has been obtained and the results obtained following the linearity test.

Table 15. Data Linearity Test Results Problem Solving Ability Story on Learning by Using Method of Reading Comprehension SQRQCQ

| Model | Sum of Squares | df | Mean Square | F | Sig. | |
|--------------------------------|----------------|----------|-------------|---------|-------|--------------------|
| 1 | Regression | 36.036 | 1 | 36.036 | 0.237 | 0.629 ^b |
| | Residual | 5011.564 | 33 | 151.866 | | |
| | Total | 5047.600 | 34 | | | |
| a. Dependent Variable: AFTER | | | | | | |
| b. Predictors: (Constant), LKS | | | | | | |

Table linearity test results show that the calculated F value of 0.237 is less than the value of 4.14 F table with DF1 and DF2 = 1 = 33 as well as the significance level of 5%. This shows that the linear regression equation obtained unfavorable to predict ability to solve word problems in learning using the method of reading comprehension SQRQCQ. This is consistent with the calculated

coefficient of determination as shown in the following table.

Table 16. Calculation Results Coefficient of Determination

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|--------------------------------|--------------------|----------|-------------------|----------------------------|
| 1 | 0.084 ^a | 0.007 | -0.023 | 12.323 |
| a. Predictors: (Constant), LKS | | | | |

The table shows that the coefficient of determination of 0.084 and it can be concluded that the use of the methods SQRQCQ little influence on the ability to solve word problems, namely by 8.4%. Large percentages also can not be ascertained because the linear regression equation obtained unfavorable.

Discussion

Results of research have shown that the use of both methods of reading comprehension OK4R, Ecola, nor SQRQCQ can help learners to complete the third grade elementary math word problems. This shows the increased ability to solve math word problems of students third grade of elementary school after participating in learning by using the third method of reading comprehension. Though the material or mathematical concepts that are used in solving the story is a concept that has been learned in previous math learning. The use method of reading comprehension assist learners in understanding the problem about the story. Students understanding of the matter of narrative assist them in determining the mathematical concept that will be used in solving word problems. When students are able to finish the story it can be said that the students are able to solve mathematical problems. The increase also occurred in the number of students who gained the ability to solve problems in the high and very high category. Furthermore, from the results of comparative analysis show that there are differences in ability to solve word problems of class III learners of SD who joined learning of mathematics by using reading comprehension OK4R, Ecola, and SQRQCQ. The ability to solve word problems learners class III SD included in the high category at Ecola and SQRQCQ methods as well as very high category on methods OK4R. This suggests that the third grade elementary students use the method of reading comprehension OK4R is better to able to help than the other methods of reading comprehension. However, it is different from the results of the regression analysis showed that use of the method of reading comprehension course Ecola which

significantly affect the ability to solve word problems class III learners of SD. Meanwhile, the effect of the use of other methods of reading comprehension does not significantly improve their ability to solve word problems class III learners.

CONCLUSIONS AND SUGGESTIONS

Conclusions

The use of one of the methods of reading comprehension OK4R, Ecola, nor SQRQCQ can help learners to complete the third grade elementary math word problems. There are differences in the ability to accomplish significant about the story of the third grade elementary students who joined the study of mathematics by using the method of reading comprehension OK4R, Ecola, and SQRQCQ. The use of method reading comprehension Ecola significantly affect the ability to solve word problems class III learners of SD.

Suggestions

Teachers should use the method of reading comprehension in mathematics learning because with this method the students are helped to solve word problems particularly in understanding the problem to determine the mathematical concepts or procedures used in solving word problems.

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LOCAL – CONTENT BASED IN TEACHING READING IN THE ISLAMIC ELEMENTARY SCHOOL OF PSM GAMBYOK KEDIRI

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ABSTRACT

Reading is one of the language skills that is useful for students to add their knowledge. They can inspired by the contents of texts like news, articles, or profile. Unfortunately, students in Islamic elementary school of PSM Gambyok don't get enough attention in improving their reading skill trough class. After observes the texts learnt by students, the researcher is attracted in doing an action research about the contents of the texts. The texts contents with themes like a capital city of Indonesia, or a beach in Malang seems too broad for the 6th grade students of Islamic Elementary school in Kediri. The researcher does an action research to improve their reading skill. There are two genres used in this research, descriptive and recount. In other way, the texts are arranged in a short six - eight paragraph passages. The researcher does one scale to conclude that the local-content reading passage could improve the students reading skills in significant way. The researcher hopes the local content reading could be applied in the elementary level students. Start from the schools around the researcher to the schools in Kediri and schools in east java for the long target.

Keywords: local – content, teaching, reading.

As English spoken globally, the step of teaching English for the elementary schools is a good decision. The students of this level have a longer chance to learn English. The material of English is very large to learn in only three or six years. By starting earlier, the students are hoped to have better English in the future and able to use it as an extra ability to increase their credit point. The problem in teaching English for the very beginner is limited background of knowledge. The students in this level are considered as passive students which the teacher is the center of every activity in the class.

Reading is one of language skills that can be based other skills like writing, listening and speaking. As stated by Harmer (2006) "Reading texts also provide opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and texts". A good reading will give better understanding of English. But in fact, the reading texts in the elementary level studied by the students are low in quality. This case makes the students could not get the maximum advantages of reading texts. The other problem is the good texts in this level contain too broad contents. The students mostly just read and let the content in the text just pass by. This is the main reason of the researcher to do the research, to make a reading session in the class becomes meaningful and affect a lot to the students language competence. In short, the materials they learnt don't meet with the students needs of English.

The English class in the elementary schools seems like a meeting that must be done. It leads to a 90 minute or less in vain class. English like a heavy load for both teachers and students. As a result, the teacher just asks the students to do the tasks and do some corrections. A good text with familiar themes could give them another way of learning English. This research tries to find proper theme for the students in the elementary level.

The other problem found is that students are not in good academic situations. The teacher may not realize this fact. It happens because the students get use to with the situation since they are in the grade 1 or 2. As a result, this kind of situation may cause the understanding failure. Richards and Rodger (2001) cites the Curran idea that the atmosphere in the classroom is a crucial factor. The main element to construct a good atmosphere of the classroom is teacher. The local content reading text is hoped to be a material which help the teacher to create a studying atmosphere. Not only to create an academic atmosphere but to accustom the students in a learning situation.

MI PSM is an Islamic elementary school in Kediri. Located far from the city center makes the English teaching in this school seems so hard with the strange materials for the students. In other hand, English has been taught since 2006 in this school. The researcher has observed the English materials in the recent 5 years (2011 – 2016) and concludes that the materials are contains low quality reading texts. Low quality means the reading texts have too many grammatical errors and low quality writing organizations. This case could lead the students to use wrong English in the future.

The other case found is the lack of enthusiasms in learning English. The students need to be motivated in learning English because most of the parents don't give enough support at home. Actually, it's not only in English but also other subjects. It needs a great effort of the teacher to teach them. The researcher sees this problem and notes that the teacher, especially English teacher, feels so tired with the condition. But they do nothing to solve this problem so far. Furthermore, English is seen as an additional subject that can be ignored. It is understood because the parents could not see the relevance of teaching English for them. This condition, of course, leads the English teaching to become less meaningful. 90 minutes of English class is an in vain activity.

Without any breakthroughs, the problem will last. The researcher decides to choose local content as the basic in arranging reading texts for the students. As stated by Chastain in Fauziati that the point dealing with students' background knowledge as follows: 1) Build on what the students already know, 2) Help the students relate new materials to themselves, their life experiences, and their previous knowledge. Students in elementary level have limited knowledge. This may affect a lot to the teaching process. They may find difficulty in learning new materials. Using the knowledge they already know will engage them to have a meaningful learning as stated by Ausubel in Hannum that students' knowledge make them ready to learn. In other side, it will engage the students with the new materials. As conclusion, the students may not see the materials as knowledge but they see it as a new difficulty to solve. The local content is expected to be a new strategy for teacher in teaching English.

The objective of this research is to give new way of teaching reading to the students of Islamic Elementary School. The previous description demonstrates that English teaching in MI PSM Gambyok needs improvement. Therefore, the research question is "How far the local content reading texts increase the students reading skills?"

In relation to the problem statement above the objective of the research is to find the effect of local content reading texts in increasing the students reading skills.

This research was done because the researcher wants to give a help to teach English in MI PSM Gambyok. The result of this research would give advantages to both teacher and students. The advantages are as follows: 1) for the teacher, this research could encourage the teacher to develop a teaching material. (S)he has a new method to teach English. In other

side, the local content are hoped to be a starting point for the teacher to write; 2) for the students, the local content is hoped to guide them into a new way of reading texts. The content around them could be an interesting theme that leads them to read other texts. The local content texts are expected to be a starting point for the students to read English texts.

Language and environment are bounded very tight. The environment around the students may give great effect in studying something. A 7 years old child may have a little knowledge about things outside his neighborhood but he may have a good picture about the places or people around his house. This fact should be seen as a chance for the teacher in arranging materials.

Local content is a material which is arranged based on the student environment. The basic idea of this is to stimulate the students with their knowledge about surrounding as stated by Ausubel in Novak (1993) that the most important thing that affect student in studying is what they've already known. By applying local content reading texts, the students can be motivated in reading other texts. In some way local content is able to build a bound between the text and the students.

The curiosity to find other information about places and people around them can be increased. This could affect two following action. First, the teacher is challenged to write other text about surrounding. The local content text just needs person's background knowledge. Although the texts may be limited in the describing texts, local content could lead the teacher to write. And second is for students. A title like "mosque in my village" can guide them to a discussion about the mosque. The color, the size, or the condition of the mosque could lead them to have a lively discussion.

Al-Mannar Mosque is an old mosque in Gambyok. The mosque is located in the south of the village. As an old mosque, it has pillars inside. There are 8 precast pillars substituted wood pillars. Now the mosque is painted in green and white for the fence. The ablution place is also new with the green wall of tile. Have you played in the yard of the mosque? Now you have smaller playing spot because the new parking lot has been built in the one fourth of the yard.

METHOD

The objective of this research is to find the proper English text for students of Islamic Elementary School. There a comparisons attached in to see whether the texts gives significant different in increasing the students' reading enthusiasm.

The design of this research is an action research design because it tries to find the problems in teaching process in MI PSM Gambyok. Other

reasons are listed as follows: 1) encourages change in the schools, 2) fosters a democratic (i.e., involvement of many individuals) approach to education, 3) empowers individuals through collaboration on projects, 4) positions teachers and other educators as learners who seek to narrow the gap, 5) between practice and their vision of education, 6) encourages educators to reflect on their practices, 7) promotes a process of testing new ideas (Mills in Creswell: 2008).

As the research type is an Action research, the researchers use the steps proposed by Creswell (2008) “ Educators aim to improve the practice of education by studying issues or problems they face. Educators reflect about these problems, collect and analyze data, and implement changes based on their findings”. Considering the steps proposed by Creswell, the researcher uses this guidance in conducting the research as follows: (1) the researcher has reflect the problem of teaching English texts. (2) the researchers collect the data through observation, paper report and interview, (3) the researcher analyzes the data and find the problem in teaching English texts, (4) The researcher implements the new idea of teaching. (5) The researcher analyzes the different result of teaching

In conducting the new materials teaching, the researcher teaches three classes those are grade 4, grade 5, and grade 6. Each class has different numbers of students. The grade 4 contains 11 students, grade 5 contains 14 students, and grade 6 contains 9 students. The improvement of skills is evaluated by giving a post test after 3 teaching process of each class. In the end, the result of the post – test is analyzed qualitatively.

FINDINGS AND DISCUSSION

The local content texts are given to the three classes. There are grade 4, 5, and 6. The themes are places, occupations, and products. The texts are written with the same themes but each has different length and diction based on the grade. For example, 6 grade students get longer texts than 5 grade students for the same theme of texts. This step is taken with consideration that the students of the grade 6 have been studying English longer than other grades. Their average age is 12.

The teaching process is done 90 minutes for each class while the students of each class is 11 in grade 4, 14 in grade 5, and 9 in grade 6. The numbers of the students give little effect in teaching. The learning process is run as planned. Here is the recorded teaching situation in the grade 6:

The researcher (A): Good morning Students!
The students (B) : Good morning sir
A : Do you know Mr. Judi?
B : He is my neighbor
A : Where does he go every day?
B : Rice field
A : So, what does he do for living?
(Then, the students are looking up in the dictionary for farmer)
B : Farmer sir.
A : Good, do you know the others?
B : My father, Mr. Sori, Mr. Toni. They are farmers
A : What about Mrs. Rubiati? What does she have?
B : A store
A : Right! She sells rice, LPG, Soap, and . . .
B : Wafer, sugar, broom, gasoline, peanuts
A : Great, she sells many things because she is a wholesaler.
B : I bought snack yesterday
A : Good. People must have a job to get money. Your father works to buy you books, stationary, and toy. So everyone must have a job. OK. I have a text and I want you to read it loudly after me.

Then the class continues with the students read the text. The big different is the students more active. They ask many questions about occupations. The researcher also explains about W-H questions and how to answer them. For short, the class becomes lively and the students’ curiosity about the topic.

The sample of learning activity shows that the students’ knowledge could arise their motivation in studying. This step is effective because the researcher doesn’t have to guide the students to be ready to the materials. The students unintentionally discuss the materials. They talk about some others people they know and their occupations. They spend a quality time to find what they should say in the class.

In some case, the teacher spends too much time to deliver a small course. They spends time to get round with the same materials which the students may get confused with. The previous knowledge of the students helps much the learning process. The teacher doesn’t have to explain or describe the materials in detail because they are already in the students’ mind. The teacher just needs to bond their knowledge into the material then the class is actively moved. One example about small course found is the teacher tries to explain about simple past in the grade 5. She spends around 45 minutes to explain the different of verbs 1 and verb 2. The researcher notes that this activity doesn’t give significant effect to the students means the students don’t know what for they learn about simple past.

The researcher applies the method to the four grades. And the result is almost the same. The students are actively involved in the learning

process. The grade four evaluation shows that the target learning is not achieved but they have a good discussion section. The researcher works hard in keeping them to focus on the materials. Teaching process in the grade 5 moves in different way. The students involve in a discussion about their surroundings and the students listen carefully to the explanation. The target learning of reading competence is fulfilled as most of the students are able to answer the questions correctly. The class is dominated by the researcher with stories about the topic. The teaching plans in the both classes are not followed well. The grade 6 students as they lean English longer get the maximum effect of the local content reading text. The teaching runs as planned in the teaching plan and most of the students do the evaluation correctly.

Viewing on the teaching plan, the teaching process in the grade 4 and 5 may not run well. But the researcher improves the teaching instructions to guide them in a discussion about the materials. For example, the researcher gives the explanation about the tools and equipments because one of the students informs an accident at work. The students in the grade 4 and 5 often get new vocabularies using the methods. It shows that they are interested in the reading. The reading leads them to have discussion.

The different situation is found in grade 6. The local content texts have the role as operant to stimulate them in learning W-H questions. The first 30 minutes spent to discuss about the content of the text and the rest spent for W-H questions explanations. A bit surprising that most of them make mistakes in answering the questions. For this the researcher uses underlining strategy. For example: in answering the questions "How does Mr. Judi go to the rice field?" The researcher underlines the following part of the texts: Mr. Judi is a farmer. He lives with his wife and two children. He goes to the rice field by motorcycle because his rice field is far from his house. The researcher does the same ways to others questions. From this, the researcher finds that the students already understand about the texts. In other side, the texts facilitate then to learn how to answer the questions.

Another general notice about answering the reading questions is misspelled English words written. These misspelled mostly found in the students work. This mistake is found in every grade. The researcher leads them to not only write the correct spelling but also how to pronounce the words correctly. The misspelled words actually are the words in the text. For example, in the text written "Mrs. Gemi has been selling mixing fruit since 2000. Her

canteen is located in the north of the village. Every day she works from 9 to 15". Then the students answer the questions "Where is the canteen located?". After checking the students' works, the various misspellings found like noth and norht for "north", locate for "located", and canten for "canteen". The local text could find the weakness of student. It could give teacher other materials to teach.

The result of the post – test conducted in the end of cycle demonstrates that the students improve in reading skills. Using 5 as the passing grade, the result can be drawn as follows: The grade 4 with 11 students has 2 students with score greater than 5 there are 6 and 7. And the rest (9 students) are below 5. The both students get 8 after the cycle. Means they improve their reading skills. In other side, 7 students get greater than 6 and 2 students lesser than 5. The grade 5 which contains 14 students shows significant improvement. Before the cycle no students gets greater than 5. After the cycle, 12 students could get greater than 5 with average score is 7. The last class is grade 6 with 9 students. 4 students are able to get greater than 5 in the pretest with average score is 6 while the 4 students gets lesser than 5 with average score is 4. There is no different in the percentage of the students with the passing grade and the students who get greater than 5 are the same. These students make improvement in average score that is 8. The rest 4 students don't show any improvement.

CONCLUSION

Before doing this research, the researcher understands how hard to teach English a village located school. Teaching English in a village is not only about delivering materials but also about giving motivations. Giving motivation is the hardest thing because most of the students think that English is very hard to learn. The English teacher's job is very hard but they do nothing to improve their teaching method. In other side, the students' parents don't see any relevancy of learning English with their background occupation. It result the condition that English class is just a wasting time activity. Actually, English is an optional subject for Elementary level. The headmaster could add or erase English from the list of subjects but when English is added as a subject, the teacher and the headmaster must put English the same as other subjects. However the condition is, several things could be concluded from the research findings.

Reading is not a habit in a village school. It is a heavy duty for the teacher to stimulate the students to read. Foreign reading materials seem learnt and lost directly after the class ends. The Local content reading text which tells the about the places, people, and activities surroundings could

rise their enthusiasms in learning English. It effectively leads them to study more about English feature like vocabulary and W-H questions. The reading is an English verse of students already know knowledge. In some situations, the local content- reading texts gives many optional materials for the teacher to explain. These materials are used to understand the information in the text and practice them how to understand English texts.

The levels of texts are differentiated by the length of the sentences. The grade for as considered new learners gets 4 to 5 sentences paragraph. The grade 5 gets 5 - 7 sentences paragraph, while the grade 6 gets 2 paragraphs texts with 5 – 6 sentences in each paragraph. The themes of the texts are the similar like places, people, and activities done by people in the village. Their responses are almost the same. The texts could lead them to productive discussions. Their knowledge's about the texts could make them ready to study the materials.

In the early session of teaching, the students seem so noisy. They talk about what they know about the topic and what they experienced dealing with the topic. It is difficult to take the students back to the texts but their discussion helps them in understanding the text. The grade 5 is the most difficult to control in this session. However, it needs more time to

make the students to get use to with the new style of teaching.

Teaching students in the village is unique because their characteristics, habits and learning styles are different from the students in the city. The parents of the students also have lack of attention to their education. They tend lay the education to the teachers in the school and give little attention about education at home. For short, the teachers in this level and education setting have harder challenge to teach them. They must find broader teaching strategy and the local content reading can be one option to teach students in the village. The researcher hopes that the research can help the teacher to improve the students' reading skill.

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NETWORK DEVELOPMENT OF ENGLISH COURSE INSTITUTION TO ENHANCE THE QUALITY OF HUMAN RESOURCES IN KARAWANG

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ABSTRACT

The purpose of this study is to analyze the concept of English learning, English language courses institute management and the development of partnerships in improving the quality of human resources in Karawang. This study used literature analysis method, to undertake a comparative study of various sources and conducted in-depth analysis that found a conclusion that can be justified scientifically. The results of the study concluded: 1) English language learning is conducted by the stages of planning, implementation, and evaluation. In learning to use the approaches, methods, techniques and models to suit the purpose and learning materials. 2) The institution's management courses include planning, organizing, implementing, evaluating, and program development. 3) Partnership network development of course institutions was conducted by government and private institutions. These studies had purpose to get information about network Development of English Course Institute to Improve the Quality of Human Resources in Karawang.

Keywords: *network development, english course institution, human resources.*

Human resources play an important role in national development. In carrying out the development of a region or a country need to know the state of human resources in the region. The quality of human resources is an important component in any development movement. Only from the human resources of greatest quality that can accelerate the development of the nation. Large population, if not followed by adequate quality, will only become a problem for the nation for the welfare of its inhabitants.

Karawang is industrial city. Where the population is mostly worked in a factory as an employee. Therefore, the level of competition was considered quite high. Competition will be easier if you have the skills. But if it does not have any expertise then it obviously will not be able to compete in getting a job.

To improve the quality of human resources in the Falkirk area one of which is to provide English language skills. Fact the field say that the human resources in the Falkirk area are still very few who can communicate in English fluently. English is a foreign language and not a second language. English is an international language that is widely used around the world. The benefits that can be felt for someone who has the ability foreign language that has more knowledge, be able to communicate with strangers, have the life skills to improve the well-being, and can increase our potential.

According to the Supreme Sudjatmoko, the partnership is an integrated form of cooperation between the two sides or more in a harmonious, synergistic, integrated, systematic

and has a goal to unite the potential to achieve optimum results. According Notoadmojo, partnership is a formal collaboration between individuals, groups, groups, or organizations to achieve specific objectives. Yaiu be some element of their partnership relations of cooperation between two or more parties, the equality between the parties, the openness or trust relationship, and the most important is the reciprocal relationship of mutual benefit or mutual benefit. Many people who know the importance of English for life, but not a few who surrendered to learn. The underlying issue is a concept thought that considers the English language is difficult to learn. The difficulty arises because the English pronunciation is different, lack of vocabulary, communication skills, the same sounds but different meanings, it is difficult to construct a sentence, and also the courage to put it into practice.

In addressing the problems that occur with the quality of human resources, the need for a professional party that can overcome these problems. One effort in improving language skills is to build partnerships with institutions that language own integrity and credibility in producing learners proficient in English. The thing to watch is how the management of the institution good English so it can realize the vision and mission to provide training and the best possible outcome for learners.

According to the Agung Sudjatmoko, the partnership is an integrated form of cooperation between the two sides or more in a harmonious, synergistic, integrated, and systematic and has a goal to unite the potential to achieve optimum results. According Notoadmojo, partnership is a formal collaboration between individuals, groups,

or organizations to achieve specific objectives. There are some element of their partnership relations of cooperation between two or more parties, the equality between the parties, the openness or trust relationship, and the most important is the reciprocal relationship of mutual benefit or mutual benefit.

According Wibisono, there are three important principles in the partnership are: (1) Equality or balance. In this case the approach to do that is top down or bottom up. Here is not focused on the elements of power but a relationship of mutual respect, respect, and trust. (2) Transparent, in partnership, transparansi is important in order to avoid suspicion among partners. (3) Mutual benefit, a partnership must bring benefits for all involved.

In building partnerships, the main thing to do is to build communication and good relationships, share ideas, information and resources that mutual trust and benefit. In forming a partnership or partnership matters to be ground or requirements, namely: there are two sides institutions or organizations, have a common vision in achieving the goals of the organization or institution, the existence of an agreement or understanding, mutual trust and need, a shared commitment to achieve goals.

Therefore, in improving human resources with high competitiveness need for partnerships that goal can be achieved together. In this case, a partnership that can be done is with the cooperation between the language and the parties need to increase human resources both government and private.

DISCUSSION

This study aimed to analyze the development of partnerships language institutions in improving the quality of human resources in English. The results of this literature study is closely related to efforts to provide solutions to problems in improving the quality of human resources better, especially in partnership in the development of the English language. In this case study method to generate data for the study of literature by reading and noted as making quotation, paraphrase, summary or precise (Nazir: 2005). The study of literature emphasizes the understanding of a text's meaning. In order to reveal the meaning correctly, then here a researcher needs to distinguish several components that are important in the process of text meaning namely; 1) translation, 2) interpretation 3) extrapolation, and 4) the meaning or meaning (Kasiyanto, 2005: 160).

Learning English

In learning English, there are some things that always alluded to that approach, strategies, methods, techniques, and learning models. So that we can carry out the process of learning or training activities properly it must be precise in determining approaches, strategies, methods, techniques and models appropriate for learners. In the world of teaching, said a more appropriate approach means a way of beginning something 'how to initiate appropriate'. Therefore, the term can be interpreted approach to learning how to get started.

In a broader sense, the approach refers to a set of assumptions about how learning and teaching. The approach is the starting point of looking at things, a philosophy or belief that is not always easy to prove. Thus, the approach is axiomatic (Badudu 1996: 17). Axiomatic means that the truth of the truth of the theories used is not undisputed. The learning approach (teaching approach) is a Definition or wisdom in initiating and implementing the teaching of English. Function for a teaching approach is as general guidelines and the measures directly to the teaching methods to be used. Often said that the approach to childbirth methods. That is, the method of a field of study, is determined by the approach used.

In addition there is also the approach of learning strategies. the strategy is defined as an art of designing operations in war, such as ways to adjust the position or strategy to fight the army or the sea. The strategy can be interpreted also as a skill set events or matters (Hidayat 2000: 1). According to Dick and Carey (1985), quoted by Supaman (1993: 155) says that a learning strategy describes the components of a general from a set of learning materials and procedures that will be used together with these materials to produce results specific learning on the learner, Dick and Carey describes five general components of learning strategies, namely: a) prapembelajaran activities, b) the presentation of information, c) the participation of learners, d) tests, and e) follow-up. In connection with this strategy, there are some experts agreement. They stated that with regard to the learning strategies teaching approach in managing the learning activities to convey the subject matter or content in a systematic way so that capability is expected to be mastered by students effectively and efficiently.

Methods defined 'means to an end'. Thus, the learning method is a means thorough from start to finish with a systematic order based on a particular approach to achieving learning goals. Thus, the method is a way of carrying out the work, while the philosophical approach. Thus, methods are procedural. That is, describe the procedure how to achieve the teaching purposes. The teaching method includes three phases of activity, namely

preparation, implementation, and evaluation. Thus, it can be concluded that the method of learning is learning plan that includes selection, determination, and systematically material arrangement to be taught, implement learning activities and evaluate the results.

The learning model is a plan or a pattern which is used as a guide in learning in the classroom. In other words, the learning model is a plan or pattern that we can use to design patterns to-face teaching in the classroom and to determine the learning materials including books, media, and curriculum. Learning model function is to guide the design and implementation of learning. Therefore, the model selection is strongly influenced by the nature of the material to be covered, the purpose of competence to be achieved in the study, as well as the level of ability of learners. The learning model can be classified based on the learning objectives. Arends (1997) mentions six models and practical learning that is often used in learning, namely: presentation, direct instruction, teaching concept, cooperative learning, problem-based learning, and class discussions.

It can be concluded that the concept of learning English must pay attention to things related to approaches, strategies, methods and models appropriate learning and fun for students. Good preparation, implementation and evaluation of targeted riveting can be used as the stages of learning English. So that learners obtain optimal learning outcomes, then the third phase must be considered and taken into account as well.

Management of the English Course Institution

Process management functions described in the principal of mutual influence. Management functions by Gulick in Fattah (2013: 1) are translated at the planning function, organizing, staffing (preparation of employees), directing (briefing), coordinating, reporting, budgeting. Further Fattah (2013: 1) states are translated into planning management functions, organizing, leading, and controlling.

Management

In general, management may imply an activity organized by one or more people, in a group or organization or institution to achieve the goals set earlier. While the goal is a desired target or targets both general and special purpose. Management is defined as the process of cooperation with and through people and groups to achieve organizational goals.

In the management of the english course institution must be clear objectives to be achieved. For example the language institute has a goal to provide the best training so that learners are able to master the English language and can be applied in the workplace. Given these objectives, the parties responsible for the management of language institutions must think about and work hard in order to achieve the objectives in accordance with its function. The management of an institution should conduct the process properly by optimizing human resources and existing facilities. According to Stoner, (1981) notion of management of a process of management functions in an effort to organize and utilize human resources and infrastructure to achieve organizational goals that have been set."Management as the process of planning, organizing, leading and controlling the efforts of organizing members of using all other organizational resources to achieve stated organizational goal" (Sudjana, D. 2004).

Planning of partnerships in managing institutions also establish the framework necessary actions for the achievement of specific objectives, by assessing the strengths and weaknesses of the institution, as well as the opportunities and threats that the discovery of the strategies, policies, tactics and programs. Organizing functions include functions, relationships and structures that can be used to facilitate the allocation of resources with the right combination to implement the plan. Managerial functions describe how leaders directing and influencing members in melaksanakan task by creating an atmosphere that is fun to work together. As well as supervisory functions include setting standards, supervision and measure the execution or performance of the standard and to provide confidence that the goal is reached.

The conclusion from the above explanation can be said that the management of an activity plan, organize, move, control and develop all efforts in managing and utilizing human resources and infrastructure to achieve the objectives of the institution. In the management of existing human resources to be able to play the role and function properly. Because of the activities planned to achieve a good end result is certainly a need for cooperation and optimize the potential that exists within the institution. Sondang P. Siagian (2002) classify management functions into two main parts: First, the organic function which is all management functions that must absolutely be implemented in management activities. If one of the functions is not done, then the activities of the organization will be delayed or may fail. Second, the complementary functions that assist organic function to run efficiently. Communication activities are complementary functions and benefits of

supporting facilities to achieve organizational goals.

Organizing

Longenecker, (1972) in Sudjana, D. (2004: 113) defines "organization as activity establishes relationship between humans and the activities undertaken to achieve the goal". Organizing is an activity to identify and integrate resources necessary resources into activities that will be done in achieving the goals set. Sources include manpower, facilities, tools tools and fees are available or can be provided. Humans are the major factor in the organization. Thus the organization are all the factors involved in both human and non-human beings are divided into activities to achieve the objectives of the institution or organization.

Organizing is made to divide the tasks in order to complete tasks quickly and easily. With the division of the tasks expected of each member organization can improve his skills especially in dealing with the tasks assigned. If the organization is done and not in accordance with one's area of expertise, it can lead to a failure in execution of duty.

Good organization will be able to give good results in the coordination. Coordination should divide tasks required when working in a language institute. Then, to facilitate control. Maximizing the benefits of specialization in the concentration of activities can help one become more expert in certain jobs.

Setting in Motion

Actuating function is to achieve the level of performance and a high participation of every executive involved in activities to achieve the goals set. According Abdulhak, I. (2000: 8) "Based on observations, motivation is very important because it can give a boost to a person to carry out activities. People who have high motivation obtain results that were far different from people who do not have the motivation. Abdulhak also noted," Characteristics and expertise of a motivational teacher who covers; expertise, empathy, enthusiasm and clarity. "The agitation can be achieved through efforts to grow and develop the skills, enthusiasm, confidence and participation, or to appreciate the value of human values of each party involved in the management process. The approach that is often used in mobilization is communication, leadership and the creation of a climate conducive to conduct activities against the organizers and executors of training activities.

The triggering mechanism in the field is basically done through several stages of

activity. Stages stages is noted Sudjana, D. (2004: 218) by stating, "In organizing non-formal education in the field there are three stages of mobilization, the stages of preparation, implementation, and assessment of motivation".

Coaching

In the coaching including surveillance, supervision and monitoring of coaching organized through direct and indirect approaches. The direct approach by the management against the organizers and implementing the training program. Indirect approach made through staff or other parties related to the duties of the organizers and executors. Guidance is intended to identify, analyze, improve the efficiency and effectiveness of the implementation of the activities. Target coaching is a series of tasks in accordance with the activities that have been set, the precision in organizing sources, the match between tasks or executive staff with expertise, procedures, activities, use of authority and position as well as financing. In other words, coaching is an attempt to maintain the efficiency and effectiveness of activities in accordance with the planned efforts to achieve the goals set. Controlling and supervision retained strong ties satusama others. Sudjana, D. (2004). Oversight and supervision retained strong ties and have similarities and differences. Good monitoring and supervision is closely linked to decision-making and assessment.

Assessment

Assessment related to the collection, processing, presentation of information to be used as input in decision making. Objective assessment include the overall management functions from planning through development, all components, processes, products, the effect of a learning program. Assessment is done in a sustainable manner and directed to determine the level of achievement of the set objectives, the activities in achieving the objectives and activities deviation from the plan that has been prepared. Results of votes becomes the feedback for decision-making about the success, improvement, termination, or program development.

Briefly assessment role is to collect, process and present information for decision-making regarding the efforts justification, repair, adjustment, implementation and development of programs. "Nonformal education Assessment in a systematic activity to collect, process, and present data or information required as input in decision-making". (Sudjana, D. 2004: 267).

Developing

Function in the development of learning management is an activity that should be carried

out continuously and sustainably. This continuous activity is based on the assessment program and the new needs that arise and must be met. The point is that the form of the development, expansion and improvement of learning activities that have been or are being implemented. Development in essence a re-learning activities through the implementation of management functions ranging from planning, organizing, guidance, assessment up to development.

Partnership

Employment Network (a partnership) or often called partnership, etymologically derived from the root word partner. Partner can mean spouse, partner, ally or Companion. While the partnership translates the partnership or joint venture. Thus, partnerships can be interpreted as a form of alliance between two or more parties that formed a mutual bond in a certain business sectors or particular purpose so as to obtain better results. The same opinion was delivered Court Sudjatmoko in his book *The Intelligent Way to Become Entrepreneurs Great* that "business partnership is an integrated cooperation between the two sides or more, in a harmonious, synergistic, integrated, systematic and goal is to unify the business potential in generating optimal benefits".

Build Network Working (partnership) body language is essentially a process of building a communication or relationships, share ideas, information and resources on the basis of mutual trust and mutual benefit between the parties that partner were manifested in a memorandum of understanding or agreement in order to achieve mutual success the greater one.

Objectives to be achieved by the language institute in building Employment Network (a partnership) that increase community participation; One is to build public awareness of the existence of institutions, generate interest and increase public participation in the development of the Institute. The community here has a broad meaning not only learners but also includes graduates user, department or related departments, community organizations, professional organizations, educational institutions, business and industry, community leaders and other stakeholders. Then, Improving the quality and relevance; the dynamics of change or development of society is very high. To that end, the agency is required to continue to innovate, improve the quality and relevance of the course program according to market needs. To that end, building Work Network (partnership) is needed to design a course

program that is innovative, improve service quality and relevance of the program to the needs of the market. Then synergy program; there are a variety of programs from various parties that can actually be synergized with the work program of the institution, if awakened a good two-way communication with each other as any large company either owned by the government or private certainly has a Corporate Social Responsibility program (CSR) which can be synergized.

The principle in building partnerships that common vision and mission. Partnerships should be built on the basis of a common vision and mission and goals of the organization or institution. The similarity in the vision and mission of the motivation and adhesive patterns of partnership. Two or more institutions can work together to achieve the same goal. Then the second principle: trust. Once there is a common vision and mission, the next principle is no less important is the lack of trust between the parties that partner. Therefore, trust is the basic capital to build networks and partnerships. To be believed then the communication that is built must be based on good faith and uphold honesty. Third Mutual benefit, between the parties give each partner must contribute according the respective roles and feel disadvantaged. Fourth efficiency and effectiveness is to synergize several sources to achieve the same goal is expected to increase time efficiency, cost effectiveness and tanaga and goal attainment rate is higher if we work processes involving a partner. Fifth is good communication. Mutual communication on the basis of mutual respect for one another is fundamental in building cooperation. Sixth strong commitment, cooperation networks will be awakened by a strong and permanent if there is a commitment to each other against the agreements made together.

Based on partnership concept above, it can be concluded that the increase of human resources in Karawang need to pay attention to the principles of partnership in order to run in accordance with the objectives. A partnership built between the English language colleges and the private sector or the government should know what needs to be met in improving English language skills, especially the needs of the profession. Partnership to deliver training to be effective and efficient.

CONCLUSION

English language institution is one place that can be a partner in the development of human resources. In improving the quality of English language skills, it is necessary to note the terkaitan approaches, strategies, methods, and models of learning to be able to give the best results. Mastery of English is good for learners affected by

instructors who are reliable in playing its role. in the management of institutions need to be considered regarding the planning organizing, staffing, directing, coordinating, reporting, budgeting. By performing the steps and functions of employees to do the above, it will create a language institute professional and can provide quality and the best results for its partners. In implementing the partnership between the institutions and stakeholders both private and government need for communication or training related to planning activities, organizing, implementing, coaching, assessment and program development so that the benefits can be felt by both sides.

The implications of this partnership will have an impact on human resources in the district karawang. They will be more confident in facing the challenges of the world of work is greater. By having good English skills, opportunities to get a job or a higher position will be easily achieved. In the most important partnership is of mutual benefit to each other and trust each other in achieving common goals.

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DEVELOPMENT OF LKS BASED ON SKILL THEME THE BEAUTY OF TOGETHERNESS IN SDN UTAMA 1 TARAKAN

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ABSTRACT

The aims of the study are to know the process of development of LKS based on Skill theme the beauty of togetherness at IV class in SDN Utama 1 Tarakan and to develop LKS based on Skill theme the beauty of togetherness which have a quality included valid, practice and effective. This study is Research and Development of Borg & Gall model which is modified by Sugiyono (2015) and the study is limited to the ninth step. Instruments that are used in this study were interview sheet for the teacher, interview sheet for the student, questionnaire of material validation, questionnaire of design validation, questionnaire of teacher's respond, questionnaire of students' respond, observation sheet of product practical and readability sheet. Try out of the product was conducted by 6 students of IV class and main field tryout was conducted by 30 students of IV class. The development process of LKS based on Skill theme the beauty of togetherness is done by ninth step of research and development, those are 1) need analysis, 2) data collection, 3) designing product, 4) validation, 5) revision, 6) product tryout, 7) revision of the product, 8) main testing tryout, 9) revision of the product. The quality of LKS based on the valid, practice and effective. For valid aspect, it was obtained by result of content validation that is 90% which means very valid and for language validation is 88% which means very valid and for design validation is 90% which means very valid. For practical aspect, of the result questionnaire of IV class teacher's respond is 91% which means very practical, the result of observation product tryout is 87% which means very practical. For effective aspect, the result of the result of questionnaire of students' respond in product tryout is 96% which means very effective, the result of readability sheet in product tryout is 97% which means in easy category, the result of readability sheet in main testing tryout is 88% which means in easy category. It can be concluded that LKS based on Skill that is developed was qualified.

Keywords: Research and development, skill, LKS

Curriculum 2013 is a curriculum that upgraded for increasing and balancing the soft skills and hard skills that form attitudes, knowledges, and skills. Tematik is a learning model that used for curriculum 2013. The one important aspect in tematik is teaching object. Prastowo (2013) explain that teaching object is any object (that form informations, tools, even text) which sistematically arranged, that contains a competence which will mastered by a learners and will used in learning process. One of teaching object used by teachers in learning activities is Lembar Kerja Siswa (LKS).

Prastowo (2013) explain that LKS is a printed teaching object that form sheets of papers containing clues implementation of learning activities that has to be done by a learners, which refers to the basic competence that had to be achieved. In fact, learning activities on the skill aspects that contained in LKS who used by teachers at the moment still incomplete. It is proved by the results of interviews conducted to fourth-grade teacher at SDN Utama 1 Tarakan. LKS used by teachers still not attractive enough so that make students passive in the learning

process, not presenting varied skill task, neither impractical and require a long time in the process.

Based on the above discussion, the authors want to developed a skills-based teaching object. The development of that teaching object is Lembar Kerja Siswa (LKS). The reasons that described above are factors underlying the researchers to conduct a study entitled "Pengembangan Lembar Kerja Siswa (LKS)". The purpose of this study was to know the process of developing a skills-based LKS with wonderful togetherness theme at fourth grade SDN Utama 1 Tarakan, as well as to knowing the quality of the skills-based LKS with wonderful togetherness theme at fourth grade SDN Utama 1 Tarakan on aspects of worthiness, practicality, and effectiness.

METHOD

This research uses research and development (Sugiyono, 2015). The series of steps in the research and development will conducted in stages, and at each step that will be passed or carried out always refer to the results of previous steps until the end we obtained a new

educational product. This study developed a product in the form of skill-based LKS with wonderful togetherness theme at fourth grade students. Product development that carried out in this study is based on flow model of research and development procedures were modified from Borg and Gall in Sugiyono (2015).

Products teaching object skills-based LKS validated by six experts. Two experts who validate the contents of skill-based LKS. Two language experts who validate the language in the skill-based LKS. Two experts who validate the design of display of skill-based LKS.

Product trials as part of development phase is done with two phases, product trials and usage trials. Product trials conducted by applying one subtema while usage trials is conducted by applying the three sub-themes on skills-based LKS that have been designed by the researchers.

Subject trial in this research is the fourth grade students at SDN Utama 1 Tarakan. Subject of product trials are six fourth grade students and usage trials is one of the fourth grade class at SDN Utama 1 Tarakan consisting of 30 students.

The type of data on the development of this research is qualitative data and quantitative data. The qualitative data obtained from the results of validation expert advice and commentary content, language experts, design experts, the response of teachers, and the student questionnaire responses about the product that being developed. The quantitative data obtained from the assessment scores of experts, practitioners, product trial questionnaires (respondents), and the observation sheet used products.

Data collection instrument in this study consisted of the questionnaires, field notes from observation used products, and documentation for qualitative data, while the instrument quantitative data collecting are questionnaire validation, questionnaire responses teacher, student questionnaire responses, questionnaires used products, and questionnaire legibility.

Data have been collected through the research instrument, is then analyzed using a type of descriptive qualitative analysis and quantitative descriptive.

FINDING AND DISCUSSION

Development of LKS

Chronology of the development of LKS developed by researchers development model Borg and Gall in Sugiyono (2015) modified up in stages to nine, namely a) the potential and problems, b) gather information, c) the design of the product, d) design validation, e) design revisions, f) product trials, g) product revision, h) utility testing, i) the revision of the final product.

LKS Quality

LKS quality in research and development consists of three aspects such as feasibility, practicality, and effectiveness.

Eligibility Test LKS

Test the feasibility of LKS obtained from the analysis of the content validation experts, linguists, and design experts. The results of the feasibility test is explained as follows LKS 1) analysis of the results of expert validation content with an average percentage of 90% is said to be very feasible and can be used at a later stage.

Table 1. Analysis of the results of expert validation contents

| No | Indicator | Validator 1 | Validator 2 | Percentage (%) | Information |
|-------------------------------|-----------|-------------|-------------|----------------|--------------------|
| 1 | a | 4 | 4 | 80% | Decent |
| 2 | b | 5 | 5 | 100% | Very Decent |
| 3 | c | 5 | 4 | 90% | Very Decent |
| 4 | d | 5 | 5 | 100% | Very Decent |
| 5 | e | 4 | 4 | 80% | Decent |
| 6 | f | 4 | 4 | 80% | Decent |
| 7 | g | 5 | 4 | 90% | Very Decent |
| 8 | h | 5 | 4 | 90% | Very Decent |
| 9 | i | 5 | 4 | 90% | Very Decent |
| 10 | J | 5 | 4 | 90% | Very Decent |
| 11 | k | 5 | 5 | 100% | Very Decent |
| 12 | l | 5 | 4 | 90% | Very Decent |
| The Average Percentage | | 57 | 51 | 90% | Very Decent |

Analysis of the results of validation linguists with a percentage of 88% is said to be very feasible and can be used at a later stage.

Table 2. Analysis of the results of validation linguists

| No | Indicator | Validator 1 | Validator 2 | Percentage (%) | Information |
|-------------------------------|-----------|-------------|-------------|----------------|--------------------|
| 1 | a | 3 | 4 | 88% | Very Decent |
| 2 | b | 4 | 4 | 100% | Very Decent |
| 3 | c | 3 | 3 | 75% | Decent |
| 4 | d | 4 | 4 | 100% | Very Decent |
| 5 | e | 4 | 3 | 88% | Very Decent |
| 6 | f | 3 | 3 | 75% | Decent |
| The Average Percentage | | 21 | 21 | 88% | Very Decent |

Analysis of the results of validation design expert with the average percentage of 90% is said to be very feasible and can be used at a later stage.

Table 3. Analysis of the results of validation design

| No | Indicator | Validator 1 | Validator 2 | Percentage (%) | Information |
|-------------------------------|-----------|-------------|-------------|----------------|--------------------|
| 1 | a | 5 | 5 | 100% | Very Decent |
| 2 | b | 4 | 5 | 90% | Very Decent |
| 3 | c | 4 | 3 | 70% | Decent |
| 4 | d | 5 | 5 | 100% | Very Decent |
| 5 | e | 4 | 5 | 90% | Very Decent |
| 6 | f | 5 | 4 | 90% | Very Decent |
| 7 | g | 4 | 5 | 90% | Very Decent |
| 8 | h | 5 | 5 | 100% | Very Decent |
| 9 | i | 4 | 4 | 80% | Decent |
| 10 | j | 5 | 4 | 90% | Very Decent |
| The Average Percentage | | 45 | 45 | 90% | Very Decent |

The results of the analysis test of skill-based worksheets practicality beauty of togetherness class IV theme developed by the researchers described as follows 1) an analysis of the practicality of the response of teachers filled by a fourth grade teacher at SDN Utama 1 Tarakan while testing the product with the results of average percentage 91% is said to be very practical.

Table 4. An analysis of the practicality of the response of teachers class IV

| No | Indicator | Percentage (%) | Information |
|-------------------------------|-----------|----------------|-----------------------|
| 1 | A | 80% | Practical |
| 2 | B | 100% | Very Practical |
| 3 | C | 100% | Very Practical |
| 4 | D | 80% | Practical |
| 5 | E | 100% | Very Practical |
| 6 | F | 100% | Very Practical |
| 7 | G | 100% | Very Practical |
| 8 | H | 80% | Practical |
| 9 | I | 60% | Sufficient |
| 10 | J | 100% | Very Practical |
| 11 | K | 100% | Very Practical |
| The Average Percentage | | 91% | Very Practical |

Analysis of the results of observations application of LKS on utility testing performed by three students of the University of Borneo Tarakan as an observer with the results of the average percentage of 87% is said to be very practical.

Table 5. Analysis of the results of observations application of LKS

| No | Indicator | Total Skor Observer | Percentage (%) | Information |
|-------------------------------|-----------|---------------------|-----------------------|----------------|
| 1 | A | 14 | 93% | Very Practical |
| 2 | B | 13 | 87% | Very Practical |
| 3 | C | 13 | 87% | Very Practical |
| 4 | D | 14 | 93% | Very Practical |
| 5 | E | 12 | 80% | Practical |
| 6 | F | 12 | 80% | Practical |
| 7 | G | 13 | 87% | Very Practical |
| 8 | H | 13 | 87% | Very Practical |
| 9 | I | 13 | 87% | Very Practical |
| 10 | J | 13 | 87% | Very Practical |
| The Average Percentage | | 87% | Very Practical | |

Effectiveness Test LKS

An analysis of the effectiveness of student response test product is filled by six fourth graders at SDN Utama 1 Tarakan with an average percentage of 95% is said to be very effective.

Table 6. Analysis of the effectiveness of student response test product

| No | Aspect | Total Skor | Percentage (%) | Information |
|-------------------------------|--------|------------|-----------------------|----------------|
| 1 | a | 12 | 100% | Very Effective |
| 2 | b | 10 | 83% | Very Effective |
| 3 | c | 12 | 100% | Very Effective |
| 4 | d | 11 | 92% | Very Effective |
| 5 | e | 12 | 100% | Very Effective |
| The Average Percentage | | 95% | Very Effective | |

An analysis of the effectiveness of the use of student response trials completed by thirty students of class IV at SDN Utama 1 Tarakan

with an average percentage of 96% is said to be very effective.

Table 7. Analysis of the effectiveness of the use of student response trials completed

| No | Aspect | Total Skor | Percentage (%) | Information |
|-------------------------------|--------|------------|-----------------------|----------------|
| 1 | a | 59 | 98% | Very Effective |
| 2 | b | 59 | 98% | Very Effective |
| 3 | c | 58 | 97% | Very Effective |
| 4 | d | 55 | 92% | Very Effective |
| 5 | e | 57 | 95% | Very Effective |
| The Average Percentage | | 96% | Very Effective | |

Questionnaire legibility product trials completed by six students of class IV at SDN Utama 1 Tarakan with an average percentage of 97% is said to be very effective.

Table 8. Questionnaire legibility product trials completed

| Number Questions | TotalSkor | Percentage (%) | Information |
|-------------------------------|-----------|----------------|-------------|
| 1 | 6 | 100% | Easy |
| 2 | 6 | 100% | Easy |
| 3 | 5 | 83% | Easy |
| 4 | 6 | 100% | Easy |
| 5 | 6 | 100% | Easy |
| 6 | 6 | 100% | Easy |
| 7 | 6 | 100% | Easy |
| 8 | 6 | 100% | Easy |
| 9 | 6 | 100% | Easy |
| 10 | 6 | 100% | Easy |
| 11 | 6 | 100% | Easy |
| 12 | 5 | 83% | Easy |
| 13 | 6 | 100% | Easy |
| The Average Percentage | | 97% | Easy |

An analysis of the effectiveness of legibility utility testing completed by thirty students of class IV at SDN Utama 1 Tarakan with an average percentage of 88% is said to be very effective.

Table 9. Analysis of the effectiveness of legibility utility testing completed

| Number Questions | TotalSkor | Percentage (%) | Information |
|-------------------------------|-----------|----------------|-------------|
| 1 | 29 | 97% | Easy |
| 2 | 28 | 93% | Easy |
| 3 | 25 | 83% | Easy |
| 4 | 25 | 83% | Easy |
| 5 | 18 | 60% | Easy |
| 6 | 20 | 67% | Easy |
| 7 | 30 | 100% | Easy |
| 8 | 30 | 100% | Easy |
| 9 | 30 | 100% | Easy |
| 10 | 19 | 63% | Easy |
| 11 | 30 | 100% | Easy |
| 12 | 29 | 97% | Easy |
| 13 | 30 | 100% | Easy |
| The Average Percentage | | 88% | Easy |

FINDING AND DISCUSSION

Researchers develop teaching materials, skill-based worksheets, teaching materials developed by the steps penlitian and development (R&D). Methods used in this research and development is a method of Borg and Gall in

Sugiyono (2015). Selection methods of research and development in Sugiyono Borg and Gall (2015) for this method is the method attribute is used to produce a certain product, and test the feasibility of the product. Steps motode Borg and Gall in Sugiyono (2015), namely 1) the potential and problems, 2) gather information, 3) product design, 4) design validation, 5) revision of the design, 6) product trials, 7) product revision , 8) utility testing, 9) final revisions, 10) the manufacture of products en masse. However, in this study, the researchers only complains conduct research stage to the ninth step.

Rate feasibility aspects of products based on expert judgments obtained the following data: 1) analysis of the results of expert validation content with average percentage of 90% is said to be very feasible and can be used at a later stage, 2) analysis of the validation results linguists with a percentage of 88% is said to be very feasible and can be used at a later stage, 3) analysis of the results of validation of design experts with an average percentage of 90% is said to be very feasible and can be used at a later stage. Based on the results of the assessment of experts concluded that the product LKS skill based themes togetherness beauty is said to be eligible for use in the learning process in class IV.

Rate aspect practicality of the product based on the results of the assessment questionnaire responses of teachers on product trials and observations keterpakaian worksheets in trial usage. Analysis of the results of the teacher's response practicality filled by a fourth grade teacher at SDN Utama 1 Tarakan while testing the product with the results of average percentage 91% is said to be very practical. Analysis of the results of observations keterpakaian LKS on utility testing performed by three students of the University of Borneo Tarakan as an observer with the results of the average percentage of 87% is said to be very practical. Based on the results of the assessment questionnaire responses and observations keterpakaian teacher worksheets can be concluded that the products developed can be said to be very practical for use in the learning process in class IV.

Rate aspect of the effectiveness of products based on the results of student questionnaire responses and legibility sheets filled out by the student on product testing and user trials. Analysis of the results of the effectiveness of student response test product is filled by six fourth graders Top SDN 1 with an average percentage of 95% is said to be very effective. Analysis of the results of the effectiveness of student responses utility testing completed by thirty students of class IV at SDN Utama 1 Tarakan with an average percentage of 96% is

said to be very effective. Questionnaire keterbacaan product trials completed by six students of class IV at SDN Utama 1 Tarakan with an average percentage of 97% is said to be very effective. Analysis of the results of testing the effectiveness of the use of legibility filled by thirty fourth grade students of SDN Utama 1 Tarakan with an average percentage of 88% is said to be very effective. Based on the results of the assessment questionnaire responses and observations keterpakaian teacher worksheets can be concluded that the products developed can be said to be very effective for use in the learning process in class IV.

CONCLUSION

LKS in based skills using a flow model of the development of Borg and Gall in Sugiyono (2015) while the step-by-step development of Borg and Gall in Sugiyono (2015), namely: 1) the potential and problems, 2) gather information, 3) product design, 4) validation design, 5) revision of the design, 6) product trials, 7) the revised product, 8) utility testing, 9) the revision of the final product, and 10) the manufacture of products en masse. However, this study used a step development of the Borg and Gall in Sugiyono (2015) only up to the stage to Nine namely the revision of the final product.

The quality of the skills-based LKS consists of aspects of feasibility, practicality and effectiveness. First, LKS-based skills which proved very worthy of a content expert percentage of 90%, which means a very decent, linguists by 88%, which means a very decent, and design experts or 90% are in the category of very decent. Second, based LKS very practical skills which is evident from the percentage of fourth grade teacher's response was 91%, which means a very practical and observations keterpakaian products by 3 observers by 87% categorized as very practical. Third, highly effective skills-based LKS proven effectiveness of the percentage derived from students' responses and sheets legibility. Percentage of student response product trials by 95% categorized as very effective and practical utility testing students' responses by 96% categorized as very effective. Percentage legibility sheet product trials by 97% with easy categories and keterbacaan trial usage by 88% with easy categories.

Proposition

Teachers can use the worksheets as a skills-based teaching materials supporting the theme of the beauty of unity because the quality of the skills-based LKS has been very adequate, the use of LKS berbasis teacher skills play an important role as mentors.

LKS is a skills-based teaching material support for students, so that students can be expected to first learn and dig up as much information on the main learning material such as student handbooks or other learning materials so as to facilitate students in analyzing and conducting skills.

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ERADICATING ILLITERACY IN MINAPOLITAN AREA OF PROBOLINGGO REGENCY EAST JAVA

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ABSTRACT

Probolinggo is known as a minapolitan area whose natural resources have high economic value. The high value of the natural resources and the strategic value of the region make this district is very potential to develop various activities. However, the development of such activities remains problem because of unqualified education. In term of illiteracy, Probolinggo has been listed in red zone areas. According to 2013- 2018 Regional Medium Term Development Plan (RPJMD) data, it is known that the illiteracy rate is still low (78.09%) and its percentage is below the average of East Java Province (88.34%). Tiris, Krucil, Kota Anyar, Pakuniran, Sumber, Kuripan, Bantaran, Wonomerto, Lumbang, Sumberasih, Tongas are sub districts in Probolinggo which are categorized as the red zone. This paper will discuss a) the number of illiterate people in minapolitan area, b) tutorial activities to eradicate illiteracy, c) problems encountered the tutorial activities to eradicate illiteracy d) efforts taken to eradicate illiteracy.

Keywords: illiteracy, minapolitan area

Probolinggo is one of the districts in the province of East Java that lies between 112°50' - 113°30' east longitude (BT) and 7°40' - 8°10' south latitude (LS), with an area of about 169 616, 65 Ha or + 1696.17 km² (1.07% of the land surface and the oceans East Java Province). Probolinggo is administratively bordering with Madura Strait in the North, Situbondo and Jember in the East, Pasuruan in the West, as well as Lumajang and Malang in the South. Besides, Probolinggo is located in the middle of the Northern region. It has long coastline of 76.1 KM stretch from Paiton in the East to Tongas sub district in the West. Most of the residents who live in coastal areas work as fishermen, and the rest develop the marine cultivation (seaweed cluster) as an alternative livelihood. Sumberasih is one of the sub districts that has developed the marine cultivation.

Sumberasih sub district was known as one of the minapolitan areas that owns high economic values of natural resources. The high value of natural resources and the strategic value of the region make this district is potential to be developed with various activities. However, conflicts on the utilization of coastal areas need to get intensive attention to mitigate the problems that will arise through educational improvement.

Based on the data identification used to determine program priorities in RPJMD of Probolinggo 2013-2018, some educational programs have been identified. The adult illiteracy rate is still low (78.09%) and it is below the standard average of East Java Province (88.34%). The average number of the

school duration is relatively low (5.15%). The quality and the accessibility of education remain uneven in every part of Probolinggo region. The Education Index (IP) showed that education in Probolinggo has increased from 64,98 in 2011 to 65,97 in 2012. Comparing to Net Enrolment Rate (NER) of East Java Province, the Gross Enrolment Rate (GER) of SMP remains low (in 2012 amounted 72.54%). While, GER of primary school increased from 119.74% in 2011 to 120.28% in 2012. GER of junior high school increased from 93.23% in 2011 to 93.66% in 2012. Furthermore, GER of senior high school increased from 60.21% in 2011 to 60.90% in 2012.

In terms of illiteracy, Probolinggo is listed as one of the 33 red zones spreading across Indonesia. Based on the data of Department of Education, in the last 5 years illiteracy rates has been declining. Primarily in 2010, according to Central Statistical Agency (BPS), 125.479 people are still illiterate. However, at the end of 2013, 81.499 people in Probolinggo remained illiterates. Tiris, Krucil, Kota Anyar, Pakuniran, Sumber, Kuripan, Bantaran, Wonomerto, Lumbang, Sumberasih, and Tongas are 11 regions in Probolinggo that included in red zone. Fortunately, in 2014 there are only three remaining districts; Tiris (7818 people), Krucil (5740 people) and Bantaran(5135 people) had left the red zone. The total number of illiterate people in Sumberasih sub district is more than 4000 people.

METHODS

This study used qualitative approach. The research took place in Ambulu and Banjarsari village of Sumberasih sub district. The primary data of the research are the scheduled tutorial activities

between tutors and the illiterate citizen during the programme; the result of the interview between tutors and the illiterate citizen. In his research the researchers act as the main instrument of the research.

The data of the research were analysed quantitatively and qualitatively. The data analysis is done by describing the data and examining the effectiveness program in achieving the objectives especially the validity of the data as the basis framework of drafting the Medium Term Development Plan (RPJMD). The program's performance is assessed based on the following criteria; it is successful if the final result is above 70 % of the stipulated objectives to be achieved; less successful if the score is 50-70 %; and it fails if the score is less than 50 %.

RESULTS AND DISCUSSION

Education is the most prevailing key that can be used to create students who are democratic, skilled, intelligent, creative, noble, able to master science and technology, in order to prepare Indonesian facing the global competition. It is particularly by preparing children in the rural area who are then can contribute to regional development, along with the implementation of autonomy.

Public participation in education can be identified from NER. In 2005, NER of primary school in Probolinggo was 99.04%, and 115.77% in 2010. NER of junior high school 29.03% in 2005 and increased to 87.90% in 2010. However, NER of senior high school was 21,56% in 2005 and increased to 45,76% in 2010.

The development of education can also be seen from the growth of graduates, school capacity, and the number of dropouts. Primary school graduates increased from 14.817 in 2005 to 16.477 people in 2010. Accordingly, the alteration rate from primary school to junior high school increased a little, 66.27% by 2005 to 80.81% in 2010. For junior high school, the number of graduates were about 4.374 graduates in 2005 and increased to 5.055 graduates in 2010. Among those who were graduated, transition rate from junior to senior high schools amounted 66.32% and increased to 79,09% by 2008.

In terms of illiteracy, Probolinggo is listed as one of 33 red zone in Indonesia. According to Department of National Education, in the last five years illiteracy rate has been declining. Furthermore, based on the Central Statistical Agency (BPS) data it is known that as many as 125.479 people in 2010 were illiterates, while the latest 2013 data showed that 81.499 people

in Probolinggo are illiterates. There are 11 areas in Probolinggo that included to the red zone; Tiris, Krucil, Kota Anyar, Pakuniran, Sumber, Kuripan, Bantaran, Wonomerto, Lumbang, Sumberasih, and Tongas. Fortunately, in 2014 the number of illiteracy decreased. There are only three remaining districts listed in the red zone, those are; Tiris (7818 people), Krucil (5740 people) and Bantaran (5135 people). The number of illiteracy in Sumberasih sub district are over than 4000 people. Although it does not include to the red zone, treatment used to eradicate illiteracy are required.

Based on the research data on April, 15 2015, the main obstacle found to fight against the illiteracy was the dense working schedule of the illiterate citizens. Furthermore, because of some bustle, the total numbers of tutors are declined. Most of them trained and have background of teaching profession. Besides, they live outside Probolinggo. Hence, after obtaining the teacher certification, the tutors unable to manage their time. Time, cost and distance are the constrained. In the early years, tutors were provided by Islamic boarding school from Pasuruan who have community service program. It is, therefore, important to find tutorial activities breakthrough which are meaningful and close with the world of illiterate citizens. Based on the interviews with the local people and leaders in the Fisheries Department and Agency for Regional Development Planning (BAPPEDA), a solution to eradicate illiteracy was finally discovered. The solution is tutorial as a set of fisheries guidance activities. It was chosen since most of the targeted group of illiteracy eradication are fishermen.

Before doing tutorial, identification on the potential tutors were done on July 4, 2016. In this regard, the identification process was not done sporadically. It was done in a sustainable way by approaching Probolinggo Education Department and BAPPEDA of Probolinggo. It was found that there were 10 teachers who are willing to be tutors to eradicate illiteracy. Each tutor is responsible for teaching 10 illiterate citizen or better known as trainee (WB). Currently, every tutor is identifying the trainees. This identification process is advantageous for the government because it helps to check the targeted participants who had died, old or no longer in the productive ages, or even no longer defined as illiterate. Therefore, the data obtained are very significant for both parties. The 10 trainers obtained are the remarkable progress since they are the citizen of the Ambulu and Banjarsari village. In the past time, they were from out of the villages. However, hard work is still needed to eradicate illiteracy because the large number of illiterate people, among 4000 illiterates in Sumberasih, 500 illiterates are in Ambulu and Banjarsari. Activities to identify illiterate tutor have

been completely carried out and successfully implemented.

CONCLUSION

This regional-based community service (IbW) to eradicate illiterates in Banjarsari and Ambulu village, Sumberasih, Probolinggo need to be done in a sustainable manner. Some problems such as limited time to learn for illiterates and limited number of the tutors cannot be solved sporadically. On the other hand, illiterates identification has been successfully carried through fishery extension system.

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MATHEMATICAL LEARNING ACTIVITY USING CONNECTING ORGANIZING REFLECTING EXTENDING MODEL TO IMPROVE MATHEMATICAL CONNECTION SKILL

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ABSTRACT

This research is backgrounded by the lower mathematical connection skill of the student. It can be seen from data PISA in 2012 which states that Indonesia is the lowest second state than other ones. It is occurred as the students are not facilitated to improve their standard skill, that is connection skill. Mathematics learning activity can improve the connection skill for it has a systematic concepts and a connection concepts that effect to good attitude and logical systematic thinking and rational thinking. In addition, teachers should be able to choose a learning model to improve mathematical connection skill of students. One of which is by using CORE learning model. CORE learning model consists of four learning stages, namely Connecting Organizing Reflecting and Extending. The aim of the research is to determine student's mathematical connection skill between learning using CORE Model and Conventional Technique. This research is a quasi-experimental research with non-equivalent control group design. This research was done in SD Laboratorium UPI Kampus Cibiru. Based on data processing of connection skill test, the average pretest results of control group is 35,5 and experimental group is 35,42. After receiving different treatments, the average posttest result of control group is 73,17 and experimental group is 85,17. Improvement quality of student's mathematical connection of experimental group is high and control group is medium. Moreover, improvement of mathematical connection of students from experimental group is higher than control group. CORE learning model can be one of the alternative learning model to improve the students mathematical connection.

Key Word: CORE, mathematical connection

NCTM (2012) mentioned that there are five basic standard math skills, namely, problem solving, reasoning and proofing, communication, connections, and representation. Trilling and Fadel (2009, p. 48) explained that the skill in the 21st century is a learned skill and innovation, including problem-solving context. In line with this, the development of science requires each individual for having the skills to connect. It can be facilitated through the study of mathematics to develop a way of thinking because math has systematic and connected material.

The skill of connection must be mastered by students that connect matter of mathematics to materials other mathematical, mathematics with other subjects and mathematics a real life context. The connection capability should be facilitated in order to make a meaningful and ever-lasting learning for students. This is consistent with Ausubel's theory of meaningful learning.

In line with the above description, the Curriculum 2013 observation from Elementary School that learning mathematics is very difficult to be connected with other math materials or any other subjects. This is because the teacher was not accustomed to such mathematics. It is clear demands of the curriculum 2013 that is the

connection between one subject to another, or one material with another material, known as integrated thematic. In addition, other issues that the students feel confused when learning looked like is there is not any separation. This is because the students have not been facilitated to develop their connection capabilities, specifically in this case of students' mathematical connections skill. Associated with a lower students' mathematical connection skill, Indonesian children have low skills in mathematics, science and reading, compared to other children in the world. This is taken from the Programme for International Student Assessment (PISA) in 2012, Indonesia was ranked 64th of 65 countries that participated the test.

In order to fulfill all of the competences, teachers should be either a facilitator or mediator in fulfilling the students' needs that is related to the required mathematical competence. Therefore, teachers should be able to choose appropriate learning models to meet their competence. One of them is by using CORE Model.

CORE is a model of the constructivist imbued clump contextual, and in that model there is a method in the form of an attribution discussion of topic or issue that triggers the

settlement of the problem through a joint decision. CORE Model is a model that can make children active in learning. The constructivist theory positions students not only as just passive learners, but active subjects who construct knowledge. In this model, there are also stages of students' connection with real life and interpret the phase of reflection that is very consistent with the theory of Ausubel.

Based on all the foregoing, the formulation of the problem in this research is "How to increase the skill in connecting mathematical students who obtain CORE Model teaching with students who received conventional learning?". This study is aimed to analyze and determine the increase mathematical skill to connect students who obtain Model CORE learning with students who received conventional learning.

METHOD

The selected population in this study is all fourth-grade students of elementary school in the second semester of the academic year 2014/2015 in Cileunyi. SD Laboratorium UPI Cibiru was defined as sample by researcher. The selection of the sample was not randomly done. Samples were selected based on sampling incidental technique. Based on observations on mathematics and homeroom teachers, the obtained information confirmed that the two sampled classes have the same mathematical skill, so that the determination and control group experiments can be conducted on class IV-D and IV-E. In this study, researchers set VI-E as an experimental group and class IV-D as the control group.

This study is a quasi-experimental research. The study design that is used by the researchers is a design that has a pretest and posttest or nonequivalent control group design. Here is an overview of the quasi-experimental research design of nonequivalent control group design.

The research instruments that are used in this study are test and non-test instrument. The test instrument in this study is a test that forms description to measure the skill in connecting students' mathematical, while the non-test instrument forms an observation sheet that is used to measure the activity of teachers and students in the experimental group.

FINDING AND DISCUSSION

The results of pretest

Based on the research that has been done, the acquisition price mean score pretest and posttest experimental group and the control group were as follow:

Table 1 Average score of pretest and posttest

| Group | Pretest | Posttest |
|------------|---------|----------|
| Experiment | 35,42 | 85,17 |
| Control | 35,50 | 73,17 |

For more details, it can be seen in the data description score pretest in Table 2 below.

| Group | N | Minimum | Maximum | Sum | Mean | Std. Deviation | Variance |
|------------|----|---------|---------|--------|-------|----------------|----------|
| Experiment | 30 | 15 | 52,5 | 1062,5 | 35,42 | 9,959 | 99,174 |
| Control | 30 | 15 | 52,5 | 1065 | 35,50 | 8,794 | 77,328 |

Table 2 above, it can be seen that the skill of students' initial experimental class and control class were not quite different. It can be seen from the average achieved scores of pretest experimental class of 35.42 and an average score of pretest 35.50 control class, overall the research class has the same mathematical connection capabilities.

Normality, test against the two groups were performed by Kolmogorov-Smirnov test for data ≤ 30 by using SPSS17.0 for Windows. The hypothesis of normality test is as follows.

H0: Data comes from populations with normal distribution

Ha: Data comes not from populations with normal distribution

By taking a significance level of α= 5% of decision-making criteria in this test is H0 accepted if the significance value (sig.) ≥ 0.05 and H0 is rejected if the significance value < 0.05. Here are the results of calculation of Kolmogorov-Smirnov normality test by using SPSS version 17.0 for Windows.

Table 3 Normality Distribution Scores Pretest

| Group | Kolmogorov-Smirnov | | |
|------------|--------------------|----|-------|
| | Statistic | Df | Sig. |
| Experiment | .117 | 30 | .200* |
| Control | .133 | 30 | .189 |

Based on Table 3 above, it can be seen that results the output of variance test for normality using Kolmogorov-Smirnov test showed significant core data pretest for the experimental group and the control group was 0.200 is 0.189. Due to the significant value of both groups of more than 0.05, then H0 is accepted. It can be said that the distribution of the samples are normal.

Homogeneity test was conducted to determine whether two or more groups of data samples come from populations which have the same variance. Here is a hypothesis for uni-homogeneity.

Ho: there is no different variance between the two groups of samples

Ha: there is a different variance between the two groups of samples

Taking the significant stage at $\alpha = 5\%$ of decision-making criteria are H0 accepted if significance (sig.) ≥ 0.05 , and H0 is rejected if the value of significance (sig.) < 0.05 .

Based on Table 4 above, it can be seen that the level test of significance Statistic Level is above 0.05 is 0.421. Based on the test results Levene Statistic, it can be concluded that H0 is accepted, meaning that there is no different variance between the experimental group and the control group.

Because the normality and homogeneity tests meet the criteria for the t test, then the following hypotheses are used to determine differences between the mean scores pretest the experimental group and the control group:

H0: $\mu_1 = \mu_2$, skill connections of students' mathematical experimental group and the control group in the pretest were not significantly different.

Ha: $\mu_1 \neq \mu_2$, skill connections of students' mathematical experimental group and the group controls on the pretest was significantly different.

The criteria in making decision are as follows a) if the significance value greater than 0.05, then H0 is accepted; b) if the significance value less than 0.05, then H0 is rejected.

Based on table 5 above, it appears that t for pretest with equal variance assumed is -0.034 to 0.973. Due to the acquisition of two-sided test is greater than 0.05 ($0.973 > 0.05$), then H0 is accepted. It can be assumed that the skill to mathematically connect the two groups on the pretest was not significantly different, meaning that the experimental group and the control group had the skill to connect before the two groups were treated differently.

The Result of Posttest

Posttest was performed in order to see the skill in connecting mathematical students in the experimental group and the control group after getting a different treatment. The data analyses score of posttest of the experimental group and the control group.

It can be seen that the minimum score in the experimental group is 70 and the maximum score is 97.5. Minimum score in the control group was obtained at 50 and a maximum score of 90. Having obtained experimental group and the control group received a different treatment, it obtained an average score posttest of 85.17 experimental group and the average score of posttest control group by 73, 17. Thus it appears that the average score of posttest experimental

group is greater than the average score of posttest control group by a margin of 12.

The normality test of the data scores posttest of two groups of research conducted by Kolmogorov-Smirnov test for data ≤ 30 is using SPSS 17.0 for Windows. The hypothesis of normality test is as follows.

H0: Data comes from populations with normal distribution

Ha: Data comes not from populations with normal distribution

By taking a significance level of $\alpha = 5\%$ of decision-making criteria in this test is H0 is accepted if the significance value (sig.) ≥ 0.05 and H0 is rejected if the significance value < 0.05 . Here are the results of calculation of Kolmogorov-Smirnov normality test by using SPSS version 17.0 for Windows.

Based on the table above, it can be seen that results the output of variance test for normality using Kolmogorov-Smirnov test, demonstrated the significant value of the data scores of posttest for the experimental group and the control group of 0.052 is 0.116. Due to the significant value of both groups of more than 0.05, then H0 is accepted. It can be assumed that the distribution of data from both sample groups is normal.

Homogeneity test was conducted to determine whether two or more groups of data samples come from populations having the same variance. Here is a hypothesis for uni homogeneity.

H0: there is no different variance between the two groups of samples

Ha: there is a different variance between the two groups of samples

Taking the stage significance at $\alpha = 5\%$ of decision-making criteria are H0 accepted if significance (sig.) ≥ 0.05 , and H0 is rejected if the value of significance (sig.) < 0.05 . After processing the data, the output can be seen in Table 4 below.

It can be seen that the level test of significance Statistic Levene is above 0.05 is 0.496. Based on test Levene Statistic results, it can be concluded that H0 accepted, meaning that there is no different variance between the experimental group and the control group. This indicates that there was not any different variance of the data score posttest connection mathematically to the experimental group or the control group.

Furthermore, namely t test, following a hypothesis that is used to determine the differences between the mean scores posttest experimental group and the control group:

H0: $\mu_1 = \mu_2$, there are not any differences in average in both groups

Ha: $\mu_1 \neq \mu_2$, there are differences in the average in both groups

of decision-making criteria used are as follows a) if the significance value greater than 0.05, then H₀ accepted; b) if the significance value less than 0.05, then H₀ is rejected.

At this stage, it will be done t test (Independent Sample T-test) with the assumption that the data came from a normal distributed population. The test results of mean difference the posttest two samples.

Based table 9 above, it appears that t to posttest with equal variance assumed is 5.044 to 0.000. Due to the acquisition of two-sided test of less than 0.05 (0.000 < 0.05) and t is greater than t table (5.044 > 2.002), then H₀ is rejected. The average score posttest experimental group and the control group was different. Additionally, 4:12 according to the table above were obtained also mean difference for score posttest score of 12,000 with an average difference of 7.238 and below the average of the top amounted to 16.762. This may imply that the average difference of posttest ranged from 7.238 to 16.762 with an average difference amounted to 12,000.

From all of the description above, it can be a common thread that there are differences in the skill to connect students' mathematical between groups of students experiment that uses a learning model CORE with a control group using learning usual (conventional) in the context of Curriculum 2013 that learning is always scientific.

The difference in skill connections mathematically

From the results of hypothesis testing in this study, there are differences in the skill to connect mathematical students skill who obtain CORE learning with mathematical connection capabilities of students who received the usual learning (Conventional).

Based on the data process that has been done before, the average score of pretest obtained for the experimental group was 35.42. Once students are treated through the CORE model of learning, mathematical connection skill of students has increased significantly. It can be seen from the high average of achieved posttest scores of students that is equal to 85.17. Thus, it can be concluded that the CORE Model learning can improve students' mathematical connection capabilities significantly.

This is consistent with social learning theory proposed by Glaserfeld and Matthews (in Siregar and Nara 2010 p.39) argue that "knowledge of a person is construction results (formation) the man himself ". Further Piaget (in Siregar and Nara 2010 p.39) argues that "Knowledge is a human creation that is constructed from experience, the formation

process runs continuously and whenever there is a reconstruction for their new understanding."

Learning Model CORE is able to train students' maturity through the four stages of learning. In this study, students' initial knowledge becomes the basic capabilities which will be strengthened through the activities of connecting, organizing, reflecting, and extending. The learning activities in groups are able to create a good social interaction among students. With a cooperative setting, the stage of organizing has made every student for having equal responsibility to understand each lesson undertaken by the group, every stages of the CORE model greatly affect the maturity of thought obtained by the students to be able in increasing the skill of students' mathematical connections.

In this CORE model, student is facilitated a strengthening through the stage Extending in an effort to improve or enrich himself on the charge of material that has already learned. Unlike the experimental class, the class of the control activities carried out only conclusion to conclude a material that has been learned and follow up on deficiencies in the learning process without facilitating the students to realize the mistakes and shortcomings. This is in line with the theory of Ausubel (in Suwangsih & Tiurlina 2006 p.86): "In mathematics every concept associated with other concepts. Neither with others, for example, the proposition and the proposition, between theory and theory, between the topic with the topic".

CONCLUSION

Based on the results of data analysis and discussion that is proportional to focus research problems, it can be a common thread about the study of mathematics by Model CORE on the material Scene 7 and Class IV Scene 8 Curriculum Elementary school in 2013. The conclusions are:

First, There are differences in the skill of students' mathematical connection between students who obtained using Model CORE learning with students who received conventional learning (learning is commonly practiced in the school). Learning math using Model CORE significantly influences the increase of students' mathematical connection capabilities. This is due to Model CORE provides opportunities and facilitates the students to see how the math materials with other mathematical material, material math with other subjects matter, and mathematics in the context of everyday life. So that, it impacts the skill to connect mathematical students' acknowledgment learning by Model CORE better than students who received conventional learning.

Second, in this case, the skill to connect mathematical students learning with Model CORE and conventional learning are scientifically increased. It can be seen from index results normalized gain. Based on the criteria of the index gain, the quality of connection mathematical skill of students learning with Model CORE increases in the high category, while the quality of the connection mathematical skill of students who received conventional learning averagely increase.

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UNDERSTANDING TEACHER'S ROLE IN STUDENTS' CHARACTER BUILDING

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ABSTRACT

As known, there are three aspects that students should acquire in an instruction. They are cognitive, affective, and psychomotor aspects. If the students have acquired these aspects, they will be individual with a good character. In one hand, they are smart and in another hand, their smart intelligence is supported by good attitude. A teacher has a very important role to facilitate students in order to master the three aspect. Therefore, a teacher is not only required to teach knowledge to the students, but also to educate the students in order to have a good character. The teacher may not emphasize the instruction on cognitive only because the smart students without good attitude and moral can lead them to be selfish and ignore their environment. Vice versa, the students with good attitude and moral but without smart intelligence will lead them to be passive participant in society and tend to be object in daily life.

Keywords: *teacher's role, character building*

Talking about teacher's role means talking about education and talking about teacher's role in students' character building (in Indonesia context) can be related to talking about the purpose of national education of Indonesia programmed by Indonesian government. The purpose of national education of Indonesia has been formulated in the National System of Education act no. 20/2003. It is said that national education functions to develop national capabilities and form character and civilization having dignity in order to educate people, aimed at developing students' potential to become a faithful and god-fearing man, noble, healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizens.

What is stated in the National System of Education act no. 20/2003 implicitly shows that national education does not only focus to develop students' thought but also students' character. It is aimed that Indonesia wants to have a golden generation in the future, namely the generation with high knowledge and good moral to manage and develop this beloved country in the future in order that Indonesia can compete well with other countries. Indonesia government realizes that having smart generation without good character can be dangerous for the future life of Indonesia because they can be selfish and can damage Indonesia itself. In other word, smart generation with bad character can be a betrayer for Indonesia. Therefore, the future generation with high intelligence should be supported by having good character.

Paying attention to the purpose of national education stated above, it seems that

the teachers are really expected to do their best to make the purpose to come true. In other words, the teachers play an important role to improve and develop students' thought and students' character particularly.

Related to character building, it is necessary to know what characters the teacher should give to students in teaching-learning process. In order that all teachers do not misguide and misinterpret about the character to be given to the students, Ministry of National education (2010:9) mentions 18 characters and the description of the characters the students should get from teacher in teaching-learning process.

Looking at the character programmed by ministry of national education in teaching-learning process, it seems that the characters intended in the program of ministry of national education are in line with Joesoef's statement (2013) in Hakim (2014) saying that mind-set, national culture, and five principle (pancasila) are the main components of Indonesia character. The program also puts religion as the first priority. It means that religion is considered as a main guidance for human being to do other activities. In other words, religion will control someone to do other activities. If someone is religious and obedient in carrying out the teachings of his religion, he will tend to be believed to have good characters for himself, other people, and environment around him because all religions teach good things to human beings.

The study on character building has been carried out by many researchers. Some of them are Wijaya (2014) who investigated the efforts of developing students' character at SD Muhammadiyah Al-Mujahidin, Wonosari, Hakim (2014) who discussed Building Students' character through Al-qur'an-based education, Muhsinatun ..

| NO | CHARACTER | DESCRIPTION |
|----|---------------------------|---|
| 1 | Being religious | Attitudes and behaviors obedient in carrying out the teachings of their religion, tolerance to the worship of other religions, and live in harmony with other faiths. |
| 2 | Honesty | The behaviors based on an attempt to make himself as someone who always can be believed in words, actions, and work |
| 4 | Discipline | Actions that show orderly and obedient behaviors on various rules and regulations. |
| 5 | Working hard | Behaviors that show doing the best to solve learning problems and complete the tasks very well. |
| 6 | Creative | Thinking and doing something to find out new ways or the new discovery of something that has been owned. |
| 7 | Independence | Attitudes and behaviors that are not easy to depend on others in solving tasks. |
| 8 | Democracy | Ways of thinking, behaving, and acting to consider that he has the same rights and obligation as others. |
| 9 | Curiosity | Attitudes and actions showing that he always does the best to know deeper and broader on anything he had learned, seen and heard |
| 10 | National Spirit | Ways of thinking, behaving, giving priority more on nation and country than himself and his group |
| 11 | Loving Motherland | Ways of thinking, acting, and doing that show the loyalty, care and high appreciation on language, physical, social, cultural environments, nation economy, and politics. |
| 12 | Appreciating achievement | Attitudes and behaviors that support him to do something useful for society and recognize and appreciate achievement made by others |
| 13 | Respect and Communicative | Actions that show a sense of fun to talk, consort, and work cooperatively with others |
| 14 | Loving Peace | Attitudes, words, and actions that cause others to feel happy and secure with her presence. |
| 15 | Joy of Reading | Habits to provide time to read the various readings useful for himself |
| 16 | Caring about environment | Attitudes and actions to prevent natural environment |

| | | |
|----|------------------|---|
| | | from damage, and develop efforts to restore the damaged environmental that has occurred. |
| 17 | Responsibilities | The attitude and behavior to carry out tasks and obligations which should be done to yourself, society, environment (nature, social, and culture), the state, and God Almighty. |

Muhsinatun (2015) who investigated Character Education of early-aged child through role-playing at Kindergarten, Nashrullah (2015) who investigated the students' character building through Islamic education, Supriyono (2016) whose study is about on the description of how character education is effectively developed and implemented, and Santoso (...) who discussed educator and character building.

In his study, Wijaya (2014) found that efforts to build the character of students in SD Muahammadiyah Al-Mujahideen, Wonosari were done by example in class, direct practice with children through learning, habit-forming, integrating character education in the subjects, the culture of school, extracurricular activities, and habitual behavior. Hakim (2014) describes that the character building through Qur'an-based education becomes part of the process of forming noble character and capable of being the main foundation to develop learners dignity. Muhsinatun (2015) investigated that it was very easy to implement the children character through role-playing because they already did things related to moral and character. Nashrullah (2015) found that the teacher of Islamic education has an important position in shaping the character of students in order that they become human beings with good character and quality. Supriyono (2016) found that the suggestive development and implementation of the character education include the strengthening of being valued people as in ikhsan, being good creatures of Allah as in Iman, and being able to do good deeds and moral action in the community as in Islam done through academic lessons, habituation, creativity-action and services. Santoso (...) discussed educator and character building. Furthermore, Santoso stated that education focusing on character is required and education focusing on character requires educator with good character. Therefore, developing educator's character is really required.

From some studies stated above, it seems that character building can be discussed and analyzed from different perspectives. The discussion and analysis on character building from different perspectives will result in a new perspective that can be developed again.

Teacher play an important role building character because the teacher is a main model for the students. The students should always find good things on their teacher. In order that the teacher can play the role very well, s/he should be professional and understand his roles.

Concerning with professionalism, the teachers and lecturers act no. 14/2005 and government regulation no. 19/2005 require that a teacher/lecturer should be professional having four competencies. The competencies are: 1) Pedagogical competence: the ability to manage student learning which includes student understanding, design and implementation of learning, evaluation of learning outcomes, and the development of students to actualize various potentials; 2) Competence personality: the ability to be a role model for students and noble and have steady, stable, mature, wise personality and having an authorigative bearing; 3) Social competence: the ability of educators to build relationships with the community and interact effectively with students, fellow teachers, staff, parents, and the surrounding community; and 4) Professional competence: the ability to master the learning material broadly and deeply that enable the educator to guide students to meet the standards of competence specified in the national standard of education.

Talking about teacher's role, Mulyasa (2011) mentions several teacher role. They are as educator, instructor, guide, trainer, adviser, innovator, good model, and researcher. As a educator, a teacher should be able to do reflect spiritual, emotional, social and intellectual values on himself and have deeper comprehension on science, technology and art in line with what he has been developing. As an instructor, a teacher should build a positive relationship with students emphasized on understanding each other in teaching-learning process. A teacher, as a guide, should identify competence intended, involve students psychologically, make the learning meaningful, carry out evaluation, and become partner for the students. A teacher, as a trainer, should pay attention to basic competence and standard material and individual difference. Playing his role as a adviser, a teacher should be able to advise students to study hard and obey school regulations. As an innovator, a teacher should create new and better innovation useful for students. As a good model, a teacher should perform good behavior and attitude in daily life in order that the students can imitate his good life. A teacher, as a researcher, should studies to identify students' strength and weaknesses viewed from intelligence and personality.

Many researchers have investigated the teacher's role in students' character building. They investigated it from different points of view. They are Binarou (2013), Derajat (2013), Arumsari (2014), Riodani (2015), Erviana (2016), Sumarno (2016), Wahyuni (...), and Widiastuti (...).

Binarou (2013) investigated the teacher's role of physical education in students' character building. In this study, the researcher found that not all teacher showed very high role in students' character building. In detail, the teachers showed very high (6.67%), high (33.33%), fair (20%), low (36.67%) and very low (3.33%).

Derajat (2013) investigated the teacher's role of *aqidah akhlak* in character building of students of Islamic state junior high school. In his study, he found that the teachers of *aqidah akhlak* played roles as designer, organizer, and counselor. As a designer, the teacher designed the teaching-learning process covering planing, classroom management, and assessment.

Arumsari (2014) investigated the teacher's role in students' character building in Science class. She found that teacher played roles in students' character building in Science class as motivator, facilitator, role model, creativity supporter. Meanwhile, characters reflected in Science class were honesty, responsibility, creativity, and studying hard.

Riodani (2015) investigated the role of teacher of Islamic education in students' character building. He found that the teacher of Islamic education played a role in improving student Islamic behavior as educators guiding the students to behave Islami daily through cultural habituation (greetings, smiles, polite, and courteous.). In addition, the teacher also gave concrete examples when teaching is greeting first, then pray together.

Erviana (2016) discussed the teacher's role in students' character building based on local wisdom *satriya pinandhita*. She said that teacher could adopt characters available in local wisdom around students as character taught in classroom.

Sumarno (2016) investigated the role of teacher of Islamic education in students' character building. He found that the teacher of Islamic education played an important role in students' character building as mentors, role models, advisers, and evaluators. In addition, he said that teacher could build student character through giving the example of the student, controlling and mentoring with a religious, committing habit such as praying dhuha and dzuhur in congregation and reading qur'an, giving reward and punishment, constructing student discipline, and holding the cooperating with the parent of the student.

Based on the studies on teacher's role in students character building stated above, it seems that teacher can play different roles in classroom to

build students character. The teacher can be designer, organizer, counselor, motivator, facilitator, role model, creativity supporter. In order that the teacher can play the roles to build students' character well, the teacher can employ strategies as giving the example of the student, controlling and mentoring with a religious, giving reward and punishment.

Wahyuni (...) investigated the teacher's role in students' character building. She found that teacher's role influenced the character the students performed. Her finding is in line with Widiastuti's finding. Widiastuti (...) found that teacher played important role in students' character building.

CONCLUSION

The contribution of school to build students character is very expected nowadays because the school is the only place that can build the character other than household. Viewed from teacher, it seems that teacher plays important role in students' character building. In other words, teacher influences students character. In order to support the teacher to play the role well, the government facilitates the teacher with the regulation related to character building at schools. In addition, teacher also can use religion approach to build students' character.

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INTERACTION INTERCULTURAL COMMUNICATION SETTING THE INFORMAL EDUCATION PROGRAM ON STUDENTS OF PAPUA AFIRMASI

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ABSTRACT

Affirmations Program of Higher Education (ADIK), aims to facilitate the young generation of the region are still lagging behind in the field of education to obtain higher education opportunities throughout the archipelago. Papuan Students who study at Universities in the island of Java, particularly public universities in Malang will certainly affect the interaction of intercultural communication are reflected in everyday behavior into their new environment. Cultures were brought Papuan students will be different when they study further outside the region, they are required to be able to adapt to his new environment in order to support the smooth running of everyday life and success in taking his studies at undergraduate rogram Prodi at public universities. The conclusion of this paper as follows: (1) Intercultural communication is communication interactions between tribes, ethnic, racial, and between social classes. Therefore, communication and cultural interaction are two concepts that can not be separated. Communication and cultural studies also covers how to explore the meaning, patterns of meaning and actions and how those patterns, articulated in social groups that involve human interaction. (2) Informal education is education obtained by a man from the everyday experience consciously or unconsciously, since one's birth until death, eg religion, morality, ethics, manners, morals, and socializing. (3) informal education related indicators in the process of interaction outside the classroom, namely: communication interactions group activities outside the classroom, interaction communication in the neighborhood, the communication interaction outside the classroom, because it is important informal education. (3) informal education related indicators in the process of interaction outside the classroom, namely: communication interactions group activities outside the classroom, interaction communication in the neighborhood, the communication interaction outside the classroom, because it is important informal education. Because not only at school we can learn, but in the family and society as well we can learn and be able to take the lessons learned.

Keywords: *interaction, communication culture, informal education*

Ministry of Research, Technology and Higher Education organized a program to accelerate the development of human resources for the areas assessed are still lagging behind in the field of education namely program Afirmasi Pendidikan Tinggi (ADIK). The program aims to facilitate the young generation of the region are still lagging behind in the field of education to obtain higher education opportunities throughout the archipelago. program through the Ministry of Education and Culture to provide scholarships in rotation from one region to another region which is lagging behind in the field of education to the sons and daughters of the original area that has been graduated at the SMA, SMK, or Mandrasa Aliyah (MA). This program started in 2013 which were received scholarships this brother was given to the island of Papua, covering the provinces of Papua and West Papua.

Students from Papua who went on to study Universities in Java, especially in Perguruan Tinggi Negeri (PTN) at Malang will certainly affect the interaction of intercultural communication are reflected in daily behavior into the new environment Cultures were brought Papuan students will be

different when they study further outside the region, they are required to be able to adapt to his new environment in order to support the smooth running of everyday life and success in taking his studies in bachelor study program on Perguruan Tinggi Negeri (PTN). The same problems experienced by universities in implementing AFIRMASI difficult to foster academic culture, especially preferential treatment to participants who are often in conflict with the rules of learning on campus.

Every human being, khususnya individual can not escape from the interaction of communication with other individuals in their everyday lives, therefore the interaction of communication is very important in everyday social life, but there are also people who do not have good communication interaction skills and can be understood by other people when the moment of speaking, especially when involved in communications that have different cultural backgrounds, difficult to understand and produce effective communication becomes a huge obstacle because of the cultural differences that cause errors in understanding the messages received by a person when communicating. Error in understanding the

messages pose a problem or even a very serious conflict in intercultural communication.

Studies on intercultural communication can not be separated from the elements and characteristics of the culture inherent in any person or ethnic origin and culture. This is explained by Samover, et al (2010) that the definition of cultural communication as communication that occurs when members of a particular culture gives a message to members of other cultures. The definition can be explained that intercultural communication involves interaction between individuals or individual persons who have a perception of culture and a different symbol systems of interacting communication or in speech. This is also confirmed by Samover, et al (2010) that intercultural communication is an interaction of communication between tribes, ethnic, racial, and between social classes.

Because of the interaction of communication and culture are two concepts that can not be separated. Attention on communication and culture lies in the variation of pace and the way people communicate both individuals and social groups. Limelight communication studies and culture also covers how to explore the meaning, patterns of meaning and actions and how those patterns, articulated in a social group involving human interaction (Liliwari, 2007).

The focus of the study of intercultural communication is an interaction, interpersonal communication, therefore, to examine the interaction of intercultural communication must consider the factors that affect interpersonal communication on an individual or person. In the interaction, interpersonal communication there are two or more people engaged in a conversation or to communicate well with verbal or nonverbal directly, in contrast to the interaction of intercultural communication other than an individual or person is also influenced by the dimensions of cultural differences inherent in the individual or the individual in question. According Sunarwinadi (1998) explains that in the intercultural communication, as well as in interpersonal communication, each individual or people involved in communicating own perception of himself and of others who became his interlocutor or communicate.

Writing this article discusses: (1) Principle komunikasi intercultural interactions and barriers; (2) Effectiveness interactions intercultural communication; and (3) Concept of informal education. For more details of each sub subject is described as follows.

DISCUSSION

Principles of Intercultural Communication and Interaction Obstacle.

Every human being, khususnya individual can not escape from the interaction of communication with other individuals in their everyday lives, therefore the interaction of communication is very important in everyday social life, but there are also people who do not have good communication interaction skills and can be understood by other people when the moment of speaking, especially when involved in communications that have different cultural backgrounds, difficult to understand and produce effective communication becomes a huge obstacle because of the cultural differences that cause errors in understanding the messages received by a person when communicating. Error in understanding the messages pose a problem or even a very serious conflict in intercultural communication.

Understanding the interactions of intercultural communication need to understand the principles of communication. The principles of interaction of intercultural communication by DeVito (1997) are as follows: (a) the relativity of language, (b) language as a cultural mirror, (c) reducing uncertainty (ambiguity), (d) self-awareness and the differences between cultures, interaction initial and intercultural differences, (e) maximize the results of interaction. Relativity language, in this case each culture has its own language, the majority of individual interaction with each other have different languages will experience initial difficulties when communicating directly in the midst of a different environment. This is due to differences in the interaction through the use of the most dominant language visible at the start interacting and causing interactions effective intercultural communication becomes not happen.

Language is a cultural mirror, the greater the cultural differences, the greater the difference in communication interactions that occur in both verbal and nonverbal language. Difficulties in interacting cultural differences can affect the understanding of communication errors and faults use of the phrase, misunderstanding and misperception.

The greater the cultural differences, the greater the uncertainty (ambiguity), also increasingly besr uncertainty makes a person more difficult to predict and explain the behavior of others. This is due to the greater uncertainty takes more time and effort to reduce uncertainty and to interact more meaningful communication.

In the opinion of Chaney (2004) explains that communication can be meaningful or effective, the individual or the individual persons who are involved in the interaction and communication must be able to provide empathy and intends to

reduce uncertainty in the communication interaction. When one individual or a person who berkommunikasimampu and want to continue the communication, then he should try to enter toward a point of understanding in order to measure in sutau stage can be effective communication. However, if it is not then of course will stop communication interactions (divergence) or the communication is ineffective.

Initial interactions and differences between cultures would greatly affect the individual or someone to relate to other people or other people of different cultures or individuals, or someone will end the relationship.

This is because the greater the cultural differences that exist, then the individual or the person can avoid the tendency to judge others in haste by someone votes, therefore it needs to be flexible to fix our opinions or votes against the others.

In the communication from the interaction between cultures, a person or people always try to maximize interaction results, because it will interact with other people or other individuals that they expect a positive impact, intercultural communication difficult because once a person to avoid the communications interaction, would prefer to talk and communicate with friends who exhibit similarities with the character of the person, instead it will narrow the insights and perceptions of other people who have cultural differences.

In addition to the principles of intercultural communication, as well as the obstacles intercultural communication. Factors that membantu attitude or behavior of a person, but not considered by Channey and Martin (2004), namely: (a) perception, (b) the norm, (c) streotip, (d) business philosophy, (e) rules, (f) network, (g) the value, and (h) the group of branches. Perception is an experience of objects, relations, events obtained by concluding information and interpret the message. Perception gives meaning to stimulation sensory (Rachmat, 2007).

The concept of the norm is often interpreted in two different things, the norm is defined as typical or behavior that always arise. Experts sociologist mentioned norms such as statistical norm or norms because they represent what is seen is actually conducted by an individual or person. While the norm is defined as culture (cultural norm) is often called the ideal norm, in this case the norms related to rules or standards of conduct expected by everyone in a particular situation or generally applicable, for example, writing about "No

littering", the ban would be an ideal situation expected by everyone.

Streotip an assessment given by the community to someone who is negative. Negative characteristics are given merely for membership to specific groups of people. Streotip could arise due to experience little or no experience at all were later used to assess a group as keeluruhan (Liliweri, 2003). Streotip is harmless as long as we keep in our heads or as insight alone, but becomes dangerous when activated in human relations, because it can inhibit steotip when communicating (Chaney, 2004).

Philosophical business is images shared by a group of people or individuals on how to do business. It is certainly different between one culture with another culture, such as the business philosophy embraced by Europeans are not too complicated because of the ideology of liberalism, namely its business objectives to benefit as much and as quickly as possible.

Rule is something shape the rules that govern behavior in social life to organize and clarify things that are blurred in these norms (Chaney and Martin, 2004). The network is a form with personal or individual linkage involving exchange relationships. This network is a basis of friendship and subgroup (Chaney and Martin, 2004).

Value is a belief that is based on a code of conduct in society, values, people determine something that may or may not be done (Liliweri, 2003). In the case of this value indicates how we should live now and the next, but it is also the experience of living in the past. Values are an essential element in the culture.

Culture subculture is a group of people who have the characteristic traits that separate and distinguish them with others in a large gathering or makrokultur. (Chaney and Martin, 2004).

Interaction, communication between cultures that are easier to see because of physical form by Chaney and Martin (2004) consists of: (a) physical, the barriers that come from oreintasi about timing, environment, personal needs, and physical media more, (b) culture, the barriers come from differences in ethnicity, religion, beliefs, and social, (c) differences in perception that lead to differences in thought and interpretation, (d) motivation or drag caused receives and sends a message, (e) experience, in this case differences in life experience to create the perception and different concepts in viewing the phenomena or events something, (f) the emotion or constraints associated with emotions or personal feelings of the communicant or other individuals who heard, (g) the language difference tau verbal message, (h) non verbal communication interactions that obstacle is not the form of words, and (i)

competition or barriers that arise if the message recipients are doing other activities while listening.

To nine this barrier also becomes a very important and must be considered in anticipation of the interaction of intercultural communication is ineffective so that communication between cultures can achieve the desired goal, so that the interaction of intercultural communication students from the tribe of Papua who studies at the State University of Malang can adapt to non-Papuan tribal students, especially students of Javanese run effectively and to complete studies on time. Effective word refers to the results (output) and benefits (benefits) resulting from an activity (Daryanto, 2010). Interaction means that the activity of a conversation between a person with another person or a person with more ari one person, or group.

While communication refers to activities that aim to convey thoughts or feelings or individual to other people or other individuals. So that an interaction of communication can be said to be effective if the delivery of mind or feelings or individual to other people or other individuals can be assessed to fruition (output) in the form of understanding the message so that people who are involved in communication activities can take advantage (benefit) of achieving objectives desired by the people involved in the communication interaction.

The Effectiveness of Intercultural Communication Interaction

The effectiveness of communication interaction based on meaning the same relative placement between the communicator (the sender) to the communicant (recipient of the message) is not misunderstanding between them (Gudkyun and Kim, 1997). If communication takes place between individuals or people with different backgrounds, the sender (communicators) and receiver (communicant) message to deal with the message (messages) exchanged influenced by the culture of each, so that communication interactions between they can run effectively if each individual or people involved in the interaction of successful communication emphasizes the smallest possible misunderstandings caused by the cultural differences.

Then Rogers and Koncaid (in Leliweri, 2002) the results of the analysis of the effectiveness of intercultural communication interaction assess the effectiveness of communication that are successfully effective if their mutual understanding (communication to understand each other). Meaning mutual

understanding is a state where one can predict how others gives meaning to a message that was delivered and encodes bali message that has been received by the communicant. Need to understand that mutual understanding was not the same as the statement of consent, but only said the two sides equally memahmai meanings and messages were exchanged.

Dodd (in Leliweri, 2002) gives a clearer picture of the interaction of communications antarbudya relating to aspects of the effectiveness of the interaction of intercultural communication, namely: (a) the axiom of intercultural communication effectively means that the concept is always present in prikehidupan man that any person who communicates intercultural menginginkan results effective, (b) cognitive and personal variables to describe effective intercultural communication. Cognitive variables individual or individuals, consisting of perilaku that beroreintasi at work. People who fall into this group saw or stressed more work-oriented communication interactions.

Based on the theory of motivation Dodd recommended the need to build social relationships through verbal and non verbal expressions are friendly, polite, and liked by others.

The Concept of Informal Education in Intercultural Communication Interaction Papuan Students

Informal education is education in the family that took place since the child was born. In families who understand the importance of family education, then he would consciously educate their children in order to form a good personality. Informal education is not at all organized structurally, there are no penjenjangan chronologically, does not recognize the existence of a diploma, a lifelong learning, and more a result of individual experience independently and education is not happening in the field of teaching and learning interactions artificial (Aini, Wirdatul, 2006).

According to Coombs (1999) Informal education is education obtained by a man from the everyday experience consciously or unconsciously, since one's birth until death. Examples of informal education: religion, morality, ethics, manners, morals, and socializing.

Alo Liliweri (2003: 137) explains that "... every culture must have basic values which are those of life and belief systems in which all followers oriented. The basic values that make his followers see themselves in, and regulate how they come out. The basic value that is the philosophy of life that drove its members as to where he should go .. "

Lontara'na, Pattoriolongda and Pangaderreng (in Rafiuddin, 2003: 7), Rafiuddin asserts: "... It is a pity when the values of our culture are so high to be lost, by our own, simply because of a lack of concern for the community to learn and understand properly fit what our ancestors bequeathed ... ". So that our next generation will lose the identity and the identity asinglah which would put it in our generation.

Under the law of education explained that informal education. Education is the path the family and the environment in the form of self-directed learning activities. Suprojanto (2007) provides an example that occurred in the family of informal education, through the mass media, religious events, performing arts, entertainment, campaigns, participation in organizations, and others.

According to Josephine Macalister Brew (in Sudiapermana, 2013) informal education contains elements memahai cultural background and think about the meaning of life, able to engage with themselves, other people and ideas, and foster an environment where people know and learn, must educate themselves, think positive, and able to connect with other people as well as flexible.

Informal education is education that takes place naturally without being able we realize happens in the environment daily and informal education that takes place in the family and society. According to Mr. Syaripudin (<http://seputarpendidikan003.blogspot.com/2013-06/pembahasan-pendidikan-informal.html>) informal education can generate the knowledge, values, customs, norms, attitudes, habits, and skills inherited a particular community. He also added bahwasannya education in the family aims to make children become personally committed and ready, immoral, and a member of the public good.

The informal education process occurs when parents teach something to their children such as teaching manners to speak, eat, walk, clothes, and others - others. "The fruit will not fall far from the tree" when we associate with the adage that, as well as characters in a single child had not much to the character of his parents. Because these children will make their parents as an example and role model for him. The characters are in the form of the child came from the vision of the thing else in the vicinity.

Actually, informal education that stresses the process is far more meaningful than the formal or non-formal education. Results of informal education can also be used as a study material in both the formal and still within the scope of formal education. Because of it is

society that we can know the customs and mutual assistance.

Indicators of informal education in this discussion related to the process of interaction outside the classroom, namely: communication interactions group activities outside the classroom, interaction communication in the neighborhood, the communication interaction outside the classroom. Thus we can conclude that informal education is important. Because not only on campus only we can learn, but in the family and society as well we can learn and be able to take the lessons learned.

Origin of the name Papua officially used since 2001 since the issuance of Law No. 21 of 2001 on Special Autonomy for Papua to replace the name of Irian Jaya province that has been used since 1973. The next development, in 2003 the Government of the Republic of Indonesia Papua province split into 2 (two) provinces of Papua and West Papua Province. Papua term refers to all ethnic groups living in the territory of Papua earth includes the province of Papua and West Papua.

Koentjaraningrat (in Gay, 1996) classifies the Papuan people based on geography, namely (1) The Papuan population living on the coast and Downstream. The group has mengandakan contact with the outside world (modern) more than 100 years ago and are already Christians and Roman Catholics, they have got a formal education; (2) Population countryside, where small groups who live along the rivers and forests of the jungle. These communities are often moved around the place to stay and the amount is not large; (3) Residents central mountain consisting of several tribes living in the valleys, in the central mountains consisting of mountains Mooke (Utami, 2014)

According Koentjaraningrat (in Utami, 2014) culture in Papua showed a diverse pattern is referred to as the diversity of traditional Papuan society. In the anthropological literature, Papua known as a society of ethnic groups and tribes of diverse cultures. Differences of culture found in Papua community can be seen manifested in language, communication systems, economic life, religious, expressions of art, political structure and struktur social and kinship system each of these communities as manifested in their lives everyday (Utami, 2014).

Although the culture of the people of Papua vary, but there are common traits and fundamental that show similarity in the core or the cultural values of the people of Papua. According to Held (in Suparlan, 1994) culture of ethnic Papua is loose, this is caused by the characteristics of people of Papua in general improvisator culture, it means taking over elements of culture and integrating it with its own culture without any thought for integrating it with elements that have been in the culture as a whole. Then Baal (in Suparlan, 1994)

explains that the main characteristic of Papuan culture is the absence of a strong integration of their cultures. The characteristics of this culture because culture in Papua low levels of technology and are faced with the harsh environment, which can easily take over a mendeima and other cultural elements are more advanced or more appropriate.

According to Suparlan, 1994 describes the Papuan culture is also formed on the interaction between the people of Papua and the outside community. In the initial contact interactions that make an impact in the lives of the people of Papua with the result of the amendment-change their culture is a contact interaction with traders who are looking for Bird of Paradise and replace it with a cloth Timor and beads, the propagator of Christianity and Catholic, which convert them through formal education with Malay as introduction. Interaction with outside cultures of ethnic Papuans have allowed more open than before.

CONCLUSION

First, Intercultural communication is communication interactions between tribes, ethnic, racial, and between social classes. Therefore, communication and cultural interaction are two concepts that can not be separated. Attention on communication and the custom variation lies in the pace and the way people communicate both individual and social groups. Intercultural communication studies and culture also covers how to explore the meaning, patterns of meaning and actions and how those patterns, articulated in social groups that involve human interaction.

Second, informal education is education obtained by a man from the everyday experience consciously or unconsciously, since one's birth until death, eg religion, morality, ethics, manners, morals, and socializing. Informal education indicators in this study related to the process of interaction outside the classroom, namely: communication interactions group activities outside the classroom, interaction communication in the neighborhood, the communication interaction outside the classroom. Thus we can conclude that informal education is important. Because not only school course we can learn, but in the family and society as well we can learn and be able to take the lessons learned.

Third, informal education-related indicators in the process of interaction outside the classroom, namely: communication interactions group activities outside the classroom, interaction communication in the neighborhood, the communication interaction

outside the classroom. Thus we can conclude that informal education is important. Because not only on campus only we can learn, but in the family and society as well we can learn and be able to take the lessons learned.

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LEARNERS' BELIEFS ABOUT PRE-ENGLISH FOR SPECIFIC PURPOSES COURSE

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ABSTRACT

In Indonesia, English is a bilingual education subject to the interconnected world and globalization. As university learners have different beliefs about learning English as foreign language, it is a crucial issue then to understand and analyze English language learners beliefs about learning English in order to intensify learners' expertise. This study was developed to investigate what will be the proportions of pre ESP (English for Specific Purposes) course learners' beliefs about learning English in the program they are attending. As there is a phenomenon of more-than-targeted-time repeaters who keep on failing to pass the program, it is another interesting problem to focus on. Taking seventy learners given questionnaires and three learners interviewed, this mixed-method study was conducted at the Pusat Pelatihan Bahasa Asing (language center) of Duta Wacana Christian University Yogyakarta. The findings present that 50% of them believe that their special ability they own will support their learning. For 41% of them, learning English is about learning English grammar, vocabulary and pronunciation; while 57% of the learners believe that English grammar and vocabulary put them in difficulties. Fortunately, 57% of them believe that the teaching method applied in pre-ESP course will help them overcome their learning difficulties. During the learning process, as much as 44% of the learners believe that cognitive strategy is good for their learning strategy and nearly 69% of them believe that circumlocution strategy is the best way to apply when communicating in class. Lastly, 65% of the learners believe that their internal motivations support them more in learning than the instrumental ones do. Quantitatively, the t-test analysis shows that the five aspects of learners' beliefs do not contribute in learners' final scores formation. It is instead their number of attendance ($\text{sig}=0$) which contributes around 24% in the final scores formation ($R^2=24.2\%$). Yet, there are nearly 76% of variables that challenge other researchers to figure out what variables play bigger roles in forming learners' final scores.

Keywords: pre-ESP course, learners' beliefs on language learning

As a response to the global economic changes and the increasing importance of the English language as an international lingua franca, English language becomes an important means of communication among human resources at this matter (Yook, 2010: 3). To prepare their future professionalism, cross-cultural understanding, and global communication, students are empowered to enhance their English mastery (Renandya & Jacobs, 1998: 265). In regards to the students' preparation to be ready-for-communicating-in-English man-powers, Duta Wacana Christian University (UKDW) manages to set the graduates' English proficiency - as its goal to have graduates being competent in English language as global communication. Besides, National Standard of education No. 19/2005 article 9 paragraph (2), tertiary level of education should include English as the core subject taught at university or college. Therefore, in early 2000s, Introduction to College English (ICE) program was founded. It is a matriculation program preparing those new students not having adequate competency in English.

Becoming the preparation class for ESP and moreover having mentioned in the policy of UKDW as a prerequisite program for new learners not having passed the minimum

requirement, ICE classes is crucial. Blanton (1991: 1) proposes about an (English as a Second Language) ESL matriculation program. She states that this program facilitates students' ESL transition from high-school-leveled English to a more advanced and specific English in college level. The heterogenic English language ability that the new students have needs to be equalized so that they can develop their English skills proficiencies. UKDW believes that their having ICE programs can help students improve their English for preparing their ESP later on. However, some phenomenon appears in ICE classes. One of the problems is the learners' length of finishing their ICE classes. Another obvious problem is the fact that learners repeat the same level several times.

Horwitz (1988) states that learners' satisfaction with the course, their confidence in the teacher, and their achievement may be affected if their learners have preconceived ideas, negative feelings or unrealistic expectations about how foreign languages are learned. Büyükyazi (2010) states that learners' beliefs influence their consciousness, attitude towards learning, learning strategies, and policies. Prior research about ESL students and Beliefs About Language Learning Inventory (BALLI) showed that there are specific features about students' beliefs for ESL learners. It comes to a result that learners' beliefs plays an

important role in learners' acquisition ability as more studies have found that the learners who have positive and realistic beliefs about learning English reached higher proficiency in English compare to those did not have (Rad, 2010).

The objective of this study is to investigate what beliefs the learners have towards English language learning in ICE program they are doing. Hoping that this investigation would find out the learners' beliefs on (1) foreign language aptitude, (2) the difficulties of learning English in ICE classes, (3) the nature of learning English, (4) learning and communication strategies in ICE classes, and (5) motivations in learning English in ICE classes. This study is done in attempt to figure out why some learners tend to be unsuccessful in doing this pre-ESP course.

METHOD

This program is dedicated for freshmen preparation to have English for Specific Purposes (ESP) in their faculty later on. Based on the placement test held in the enrollment test, students are categorized into two. Those who can pass the minimum requirement may take the ESP in their faculties, while those whose scores are lower than the minimum requirement should improve their English in ICE program for three semesters in three levels. The non-credited ICE program has three levels; ICE 1, ICE 2, and ICE 3. After finishing level ICE 3, they are allowed to take the credited ESP in their faculties.

The sample of of this study is 70 participants out of 700 of ICE learners total number. Most of the participants of this study are aged around late adolescence (22-25 years old) – adolescence are those who are aged 12-19 (Bastable and Dart, 2007). As young adult learning is problem-centered learning, they are able to perceive the relevancy in acquiring new beliefs or changing the old ones for them to be willing and eager to learn. Therefore, young adult learners often want to know the benefit they will derive from their efforts at learning (Bastable and Dart, 2007: 27). Yet, because young adults have established ideas, values, and attitudes, they also tend to be more resistant to change. Young adults are motivated to learn about the possible possibilities of various lifestyle choices (Vander Zanden et. Al., 2007). The issues might influence ICE learners' beliefs about learning English in this program.

The reasearcher used mixed-method analysis to guide the data collection and analysis. The data collection included questionnaire distribution and interviews. The questionnaire were brought out using a

modified version of a questionnaire entitled Beliefs About Language Learning Inventory (BALLI). The 37-statemented questionnaire was then modified into an Indonesian version to avoid problems that might occur when the EFL participants are completing the survey in English. As the original survey categories, this study uses the five different categories used by Horwitz: foreign language aptitude, difficulty of language learning, nature of language learning, learning and communication strategies, and motivations.

Table 1 Grouping of the Statements in the Questionnaire

| Statements | Areas of Beliefs |
|---|---|
| It is easier for children than adults to learn English. | Beliefs about Foreign Language Aptitude |
| Some people have a special ability for learning English. | |
| Indonesian are good at learning English. | |
| I have a special ability to master English. | |
| Everyone can learn English. | |
| People who speak more than one language are very intelligent. | |
| It is easier for someone who already speaks a foreign language to learn another one. | |
| Female learners are better in learning English than the males | |
| People who are good at mathematics or science are good at learning English | |
| I do not master enough vocabulary items | Beliefs about the Difficulty of Learning English in ICE Program |
| Considering grammar makes me difficult to speak in English | |
| Pronouncing English words is difficult | |
| Having English lesson in ICE does not equip the student with enough English to survive in conversations | |
| I can learn English faster if I have a partner to practice after ICE classes | |
| The current method applied in ICE classes support me to practice speaking in English | Beliefs about Nature of Learning English |
| Grammar is crucial to learn in ICE classes | |
| The best place to learn foreign language is in the native countries | |
| The most crucial part to learn English is mastering vocabulary items | |
| The most important part in learning English is grammar mastery | |
| The most supporting part in learning English is learning native-like pronunciation | |
| Learning speaking in English is different from learning writing in English | |

| | |
|---|--|
| Communicative learning is important to improve English speaking ability | Beliefs about Learning and Communication Strategies in ICE Program |
| The using of body language, mimic, or imitating voice need to be applied to elaborate the speaker's intention | |
| Memorizing is a good strategy to learn English | |
| Learners are allowed to switch into Bahasa Indonesia while speaking in English | |
| Learners are allowed to describe something they found it difficult to convey | |
| If I found difficult words, I am allowed to ask the proffesors or friends. | |
| The oral activities in ICE class support my learning speaking English | |
| I often use fillers like 'eehmm...' or 'what is it...' when talking in english | |
| In talking in English, learners are supposed to know the dictions and the pronunciation | |
| Indonesian students need to learn English | |
| I want to learn English language so that I could make international friends | |
| If I learned English well, I could get good jobs | |
| I intend to learn English for myself | |
| I join ICE class because it is a prerequisite for taking an English class in my faculty | |
| I attend ICE class for fulfilling 75% attendance | |
| I join ICE class for preparing myself to have an English class in my faculty in the next semesters | |

The questionnaires were distributed to 70 participants. The participants gave their responses to each statement in the questionnaire by circling one of the five options which have different values: SD (strongly disbelieve) which is valued 5, D (disbelieve) which is valued 4, N (neutral/somewhat believe) which is valued 3, B (believe) which is valued 2, and SB (strongly believe) which is valued 1 based on Likert's scale. While for some negations, the five options have the opposite values; SD (strongly disbelieve) which is valued 1, D (disbelieve) which is valued 2, N (neutral/somewhat believe) which is valued 3, B (believe) which is valued 4, and SB (strongly believe) which is valued 5. Besides handing out questionnaire to obtain the data, the researcher also conducted an interview to focus on learning the nature of beliefs about learning English at the program

and learning how these beliefs affect the learning process. The result of the interview were used for conforming and supporting the findings from the questionnaire.

RESULTS AND DISCUSSION

Divided into quantitaive and qualitative findings as well as unexpected sight, the following is the result of the anaysis.

Quantitative findings: Conducting a frequency test, the researcher found the following result. The table below is reporting the major answers of the participants.

Table 2 Learners' Beliefs about Learning English in ICE Program

| Beliefs | Aspects | Interpretation | % |
|--|------------------------|----------------|-----|
| Beliefs about Foreign Language Aptitude | Gender | Neutral | 57% |
| Beliefs about the difficulties of learning English in ICE program | Confusion with grammar | Believe | 62% |
| Beliefs about the nature of learning English | The role of vocabulary | Believe | 41% |
| Beliefs about the learning and communication strategies in ICE program | Circumlocution | Believe | 67% |
| Beliefs about motivations in learning English in ICE program | Internal motivation | Believe | 65% |

It was concluded that most of the participants believe that gender does not play important role in their success in learning English in ICE program. At the same time, most of the participants believe that grammar becomes their most challenging obstacle in learning English in class. Most of them also believe that vocabulary is the core of understanding the English lesson. Dealing with their communication strategies in class, most of them believe that describing words that are difficult to convey (circumlocution) is one of successful way to speak English in class. Speaking about motivations, most of the learners believe that their internal motivations support them to learn in ICE progam. They believe that Indonesian students need to learn English, they want to have many international friends, and they intend to learn English for their improvement.

Qualitative findings:

The results of the interview are used for confirming and supporting the findings from the questionnaire. As many as 40 ICE learners are netral about female learners' being better in learning English compared to the male learners. Some of them say that female learners are more diligent in learning most of the time while the

males are busy with unnecessary fun activities. It is also supported by the interview's answers saying "I'm neutral (rather believe)" and "Girls are more diligent than boys. They stay more at home and study. While we boys are having fun business all the time.". ICE learners' beliefs that female learners are better in a certain way is supported by Ellis' (2008) claimed that female learners are believed to have greater opportunity to succeed in learning a foreign language as they have more positive attitudes to language learning than males.

The next finding shows that 40 learners found grammar the most difficult factors to deal with in learning English in ICE program, as they conveyed in the following excerpts "I got confused about the structure of the sentences; what comes after 'he' and 'they', for example. The next words would determine the meaning. If I misplace those words then it will change the meaning.", "English grammar is the most important to learn as we cannot communicate in English if we don't know the grammar.", and "I understand none of them (vocabulary and grammar items)." Learners would stumble upon another challenge, which is confusion with grammar, as soon as they have to express their ideas. As Berent (1985) also considered, that grammatical difficulty in relation to production and comprehension is regarded crucial in acquiring a second language. In spite of their having difficulties in the aspects of grammar, vocabulary as well as pronunciation, ICE learners surprisingly experienced teaching methods that they considered as a way out of the difficulties they faced. As the following excerpts show, learners perform good attitude towards teaching methods applied in ICE classes. "Your giving us glossary is helpful, miss. The explanations about English grammar are clear, as well as your teaching us how to pronounce words correctly.", and "I found the activities like games, races, group works, role plays, and presentation such great helps, miss."

The beliefs about the cultural knowledge of the target language and the difference between learning speaking and writing are not as high as the beliefs about the role of grammar, vocabulary, and pronunciation. Approximately 28 learners believe about it and it is supported by the excerpt saying that "For us learning English is a matter of mastering vocabulary, grammar, and pronunciation. That's all."

Essentially 29 ICE learners believe that cognitive learning becomes a good strategy which is gained through practice communicating and memorizing a lot. The following interview excerpt supports the

finding, "We would love to practice speaking more. Just teach us how to speak, we would memorize it, and we perform our speaking in front of the class. Speaking more would give us more experience and we would remember more." and "We sometimes describe what we would like to say as we try to use gestures. The learners believe that practice speaking like doing a circumlocution way gives them good opportunity to improve their English as they could remember more by doing speaking activities.

Considering motivations in learning English in ICE program, the learners believe that they learn English in ICE program based on the two motivations: internal and instrumental motivation. Essentially 46 respondents believe that their learning English in ICE program is triggered by internal motivation as the excerpts said, "Learning English in ICE program makes us feel confident in speaking to international friends." and "Learning English in ICE program improves my English.". The excerpts are in line with Winke (2005) stating that second or foreign language learning motivated by internal motivation is done to fulfil personal reasons related to personal goals.

Unexpected Insight:

Having a hypothesis that the ICE learners have negative beliefs about learning English in ICE program, this researcher found an importance of finding any factors that might support their failure in getting good final scores, as it turned out learners' beliefs about learning English in ICE program surprisingly does not seem to contribute to their failure of passing the levels. To support the analysis on learners' beliefs about learning English in ICE, researcher applied test of significance. It is considered that it is not only perception which supports beliefs but also evidences.

| Variables | Coef-ficient | t count | Signi-ficance | Infor-mation |
|--|--------------|---------|---------------|----------------------------|
| Constant | 5.764 | 0.291 | 0.772 | - |
| Beliefs about foreign language aptitude | 0.217 | 0.108 | 0.914 | No impact on final score |
| Beliefs about difficulties of learning English in ICE program | 2.761 | 1.329 | 0.189 | |
| Beliefs about the nature of learning English | 2.372 | 1.595 | 0.116 | |
| Beliefs about the learning and communication strategies in ICE program | 0.199 | 2.036 | 0.098 | |
| Beliefs about motivations in learning English in ICE program | 2.014 | 1.104 | 0.274 | With impact on final score |
| Learners absence | 2.025 | 3.712 | 0.000 | |

The significance test table above found that the learners' beliefs variables value more than five percent which indicate that there is no significance of the five beliefs and learners' final scores. Meanwhile, the significance test values zero percent significance which strongly signifies that there is significance of learners' absence and learner's final score. It is reflected clearly that this finding correspond to the fact that when a learner misses a progress review, he will not have a maximum score. At the same time, during his being absent, he might have missed the progress review preparation activities which would make his readiness for the progress review low. The climax is if a learner misses more than six time absences, he would lose as much as twenty-five percent of his final score.

CONCLUSION

It was somewhat not as what the researcher hypothesised that ICE learners looked down upon the non-credited English program they were taking and it impacted their final scores. In fact, most of them have positive beliefs upon ICE program. It was not their beliefs that failed them to get good grades, instead, it was their attendance in coming to the ICE classes. Based on the statistical analysis, it was found that the five aspects of beliefs proposed by Horwitz (1987) do not give any impacts on ICE learners' final scores. It was then discovered that learners' numbers of attendance do affect learners' final scores as the significance value (t count) is zero percent. However, the coefficient of determination (R-squared) of this analysis which was 24.2% showed that the six variables tested only contributed little to ICE learners' final scores formation. There are other 76% variables that form ICE learners' final scores.

As Horwitz's BALLI does not give enough impacts on learners' final scores, the researcher suggests more thorough researches should be conducted on beliefs about learning English in ICE program in Duta Wacana Christian University. The researcher are then hoped to be able to discover the 76% of

variables forming learners' final scores in ICE program. The upcoming results of the further researches, furthermore, could be used as a program evaluation so that ICE program in Duta Wacana Christian University is empowering learners' affordance since it is important to consider how to provide sufficient affordances to empower learners' beliefs to self-regulate learning action. Teaching practice, learning tasks, and group cohesion, among others, may function as classroom affordances, boosting or reconstructing the participants' beliefs (Peng, 2011).

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BOOSTING TEACHER ORGANIZATIONAL COMMITMENT IN THE REMOTE ELEMENTARY SCHOOLS OF MERAUKE DISTRICT, PAPUA

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ABSTRACT

Teacher organizational commitment is one of the basic concept unfolding the relationship between an employee and an organization. As the success of an organization may depend on how its employees get committed to, this present study was aimed at designing strategic policies to boost teacher working commitment in the remote elementary schools of Merauke district, Papua, Indonesia. This present study employed a qualitative research approach using a case study research design due to that: (a) our personal competence of securing the informants' real name and office that may cause any harm to their carrier and personality, (b) our focus is on the effort of creating strategic policies to address teachers working commitment in the remote elementary schools of Merauke district, Papua; and (c) we can utilize data of teachers working commitment from the vary of data resources, namely: local community members, educational practitioners (teachers, lecturers, school principals, school supervisors), experts, and local government. A purposive sampling technique was used to obtained 31 informants drawn from amongst local community members, educational practitioners (teachers, lecturers, school principals, and school supervisors), and local authorities. Profound interview to the local community members, educational practitioners (teachers, lecturers, school principals, and school supervisors), and local authorities was the main tool of the study to collect data. Data were analyzed qualitatively using the help of Focus Group Discussion (FGD). Results of data analysis revealed three major strategic policies of boosting teachers working commitment in the remote elementary schools of Merauke district, namely: (a) strengthening teachers' moral responsibility, (b) improving teachers' working conditions, and (c) improving government policy of teachers' assignment and of principals' appointment. These findings might be imperative for the institution of teacher training and education to design curriculum to address the special need of having teachers which are morally and mentally qualified. These findings might be also worthwhile for the local government to make an effort of creating more enjoyable working conditions and of creting regulations that will practically guide the way of recruiting and of selecting the school principals.

Keywords: *teachers' working commitment, school principal, elementary schools, remote area, Merauke district*

Teaching profession is a great responsibility than a mere job and, therefore, those who are willing to enter the teaching profession have to set and to fit themselves with the such required responsibilities. Teacher organizational commitment is one of the basic concept unfolding the relationship between a teacher and his or her school. Teacher attendance reflects teachers commitment of how to get student success. Werang & Pure (2015) reported that one in three remote elementary school teachers of Merauke district were not at school at the time of visit.

There are vary of studies have been conducted on teachers organizational commitment (e.g. Kadyschuk, 1997; Bogler & Somech, 2004; Crosswell, 2006; Dee, et. al, 2006; William, 2011; Devos & Tuytens, 2013; Garipağaoğlu, 2013; Hamid, et al., 2013; Ayale, 2014; Mousa & Alas, 2016). Lack of study on teachers working commitment in Merauke district makes this present study robbust. Since Uncen, Unipa, Smeru, BPS, Unicef's (2012) study revealed a positive correlation between

teachers attendance and student academic achievement, getting teachers to attend the school my help remote elementary schools of Merauke district achieve the improvement in students academic achievement, especially in reading, writing, and arithmetics.

As the success of schools may depend on how teachers get committed to, this present study was aimed at designing strategic policies to boost teacher working commitment in the remote elementary schools of Merauke district, Papua, Indonesia. Profound intevieew to 72 informants drawn from amongst local community members, practitioners (teachers, lecturers, school principals, school supervisors), experts, and local government was the main tool of data collection. To design strategic policies in boosting teachers working commitment in the elementary schools of Merauke district, we employed qualitative data analysis using *Focus Group Discussion* (FGD), which we briefly explain below.

Organizational commitment has attracted considerable interest in an attempt to understand and clarify the intensity and stability of employees'

dedication to an organization (Lumley, 2010). Hall, et al. (1970) defined organizational commitment as the process by which the goals of the organization and those of the individual become increasingly integrated and congruent. Meanwhile Porter, et al. (1977) viewed organizational commitment in terms of the strength of an individual's identification with and involvement in a particular organization. Whereas Mowday, et al. (1982) defined organizational commitment as the relative strength of an individual's identification with and involvement in a particular organization. Similarly, Allen & Meyer (1990) regarded organizational commitment as a psychological connection that individuals have with their organization, characterized by strong identification with the organization and a desire to contribute to the accomplishment of organizational goals. Based on these opinions, organizational commitment can be defined as an employee's willingness to involve in and to be the part of a particular organization which is seen as his or her investment over time.

Organizational commitment is a multi-dimensional construct (Meyer, et. al. 1993). Meyer & Allen (1991) conceived of organizational commitment as reflecting three core themes, that are affective, continuance, and normative. Each of these components has ramifications for the organization with respect to employee absenteeism and retention. First, affective commitment. According to Meyer, et al. (1993), affective commitment is employee's emotional attachment to, identification with and involvement in the organization. Affective commitment identifies employees who stay with the organization because they want to. To the Meyer & Allen's (1997) opinion, Wolowska (2014) wrote as follows,

In the model discussed, the main process which leads to the development of affective commitment is an individual's personal satisfaction which has its source in satisfying personal needs, meeting expectations as well as achieving individual goals through the mediation of the organization. This experiencing of particular satisfaction may be also connected with the sense of support received, the sense of organizational justice as well with the feeling of workplace meaningfulness and own contribution to the organization functioning. Therefore, work environment which supports its employees, treats them well and positively appraises their results, contributes to their stronger feeling of self-esteem (p. 131).

Second, continuance commitment. Muray, et al. (as cited in Ismail, 2012) regarded

continuance commitment as the counterpart of affective commitment. "Continuance commitment is the idea that individuals do not leave a company for fear of losing their benefits, taking a pay cut, and not being able to find another job" (Ismail, 2012). While Buitendach & de Witte (2005 as cited in Werang & Pure, 2015) referred to as the cost that the employee links with leaving the organization or on a perceived lack of alternative employment opportunities. To the Meyer & Allen's (1997) opinion, Marmaya, et al. (2011) wrote as follows:

Continuance commitment develops out of the perceived cost (benefit against loss) and requires that the employee be aware of these benefits or losses. Therefore, different workers who encounter identical situation may experience different level of continuance commitment (pp. 185-186).

Third, normative commitment. Meyer & Allen (1997) defined normative commitment as a feeling of obligation to continue employment, while Marsh & Mannari (1997) viewed normative commitment as the commitment employees consider morally right to stay in a particular organization, regardless of how much status enhancement or satisfaction the organization gives him or her over the years. Whereas Wolowska (2014: 130) regarded normative component as "the sense of moral study to stay in the organization. Employees with high level of normative commitment feel that they ought to do so" (p. 130). To the Meyer & Allen's (1997) opinion, Wolowska (2014) wrote as follows:

Normative organizational commitment develops on previous socialization experience (pressure from the family and culture) as well as on the influence the individual is subject to as a newly-employed person in the organization during the socialization process. Socialization experience, both from an individual's early childhood period and the one acquired in the place of work, include a lot of various information connected with the relevance of particular attitudes and behavior. Complex conditioning and modeling processes teach individuals and provide them with knowledge on what is valuable, what their family, culture or organization expect from them. In the case of normative commitment the belief that it is proper to be loyal towards one organization becomes internalized (p.131).

Teachers organizational commitment is of crucial for organizational effectiveness (Dee, et al., 2006) and, therefore, it is important to identify the determinant factors of teachers' commitment to the school. Vary of studies have been conducted to examine what factors determine teachers' organizational commitment. Some scholars argued that teachers' organizational commitment is mainly affected by principal leadership (e.g. Hoy, et al., 1990; Koh, et al., 1995; Nguni, et al., 2006). Littrel

& Billingsley (1994) and Singh & Billingsley (1998) indicated that supportive leadership, which is related to the leaders' role in fostering and setting a collective school vision and clear goals, motivating and helping teachers, stimulating teachers' professional learning, is likely to have a positive effect on teachers' organizational commitment. Rosenholtz (1989) and Louis (1998) suggested that teachers are more committed to the school when principals offer feedback, encouragement, and acknowledgement. While Ebmeier (2003) and Somech (2005) indicated that supervisory leadership, which is characterized by monitoring and supervising teacher, is closely related to teachers' organizational commitment.

Other scholars argued that teachers' organizational commitment is affected by teachers' individual characteristics, such as age and gender. Many studies (e.g. Sheldon, 1971; Hrebiniak & Alluto, 1972; Steers, 1977; Stevens et al., 1978; Angle & Perry, 1981; Morris & Sherman, 1981, Mathieu & Zajac, 1990) claimed that age is positively related to commitment level. For example, Mathieu & Zajac (1990, p. 177) suggested that older workers become more attitudinally committed to an organization for a variety of reasons, including greater satisfaction with their jobs, having received better positions, and having 'cognitively justified' their remaining in an organization. Other studies (e.g. Mathieu & Zajac, 1990; Bar-Hayim & Bermann, 1992; Cohen, 1992) asserted that gender differences may influence organizational commitment. Mathieu & Zajac (1990, p. 177) found that women tended to be more organizationally committed than men, whereas Cohen (1992) found that among blue collars workers, females were more committed to the organization, while among white collar professionals, male were more committed.

METHOD

This study dealt with the question of what are the strategies that could improve teacher organizational commitment in the elementary schools of Merauke district, Papua, Indonesia? Since this study is concerned with the effort of boosting teachers organizational commitment, the proper study design to handle the issue was a qualitative design using a case-study method. We employed a qualitative research approach using a case study research design due to that: (a) our personal competence of securing the informants' real name and office that may cause any harm to their carrier and personality, (b) our focus is on the contemporary phenomenon only, that is teachers absenteeism in the remote

elementary schools of southern Papua, Indonesia; and (c) we can utilize data of teachers absenteeism from the vary of data resources, namely: teachers, school principals, and local community members.

Merauke district comprised of 20 sub-districts with the total population of 213,484. There are 203 elementary schools with the total number of teachers are 1300.

Data were collected in April 2016 up to October 2016 due to limited research personnel. Profound interview to the teachers, elementary school principals, and local community members of respective schools was the main tool of the study to collect data. A purposive sampling technique was used to obtain 31 informants drawn from amongst local community members (LCM = 12 informants), teachers (T = 10 informants), school principals (SP = 5 informants), school supervisors (SS = 2 informants), and local authorities (LA = 2 informants) of 7 remote elementary schools of Merauke district. Participants were given a code based on the date of collecting data.

To validate data, we employed member check by conducting focus group discussion with the involvement of the informants representative. We conducted data analysis qualitatively using Ishikawa's *fishbone analysis* (WBI Evaluation Group, 2007) due to that: (a) fishbone analysis permit a thoughtful analysis that avoids overlooking any possible root causes for a need; (b) the fishbone technique is easy to implement and creates an easy-to-understand visual representation of the causes, categories of the causes and the need; and (c) by using fishbone analysis, we are able to focus our attention to all possible causes or factors influencing teachers absenteeism in the remote elementary schools of southern Papua, Indonesia.

RESULTS AND DISCUSSION

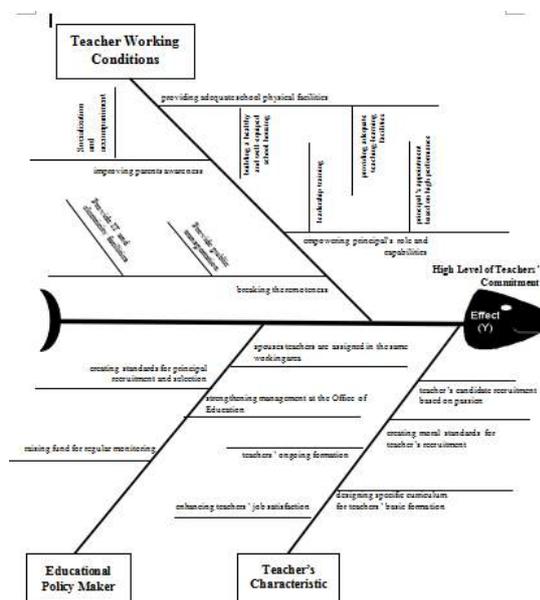
Factors found to be responsible for teachers absenteeism in the remote elementary schools of southern Papua are follows:

- a. Teachers' perception of the alternative strategies of boosting teachers organizational commitment:
 - a) Building a well-equipped school housing for teachers;
 - b) Breaking the remoteness by providing public transportation;
 - c) The appointment of school principal should not be based of the political interest of local authorities;
 - d) Spoused teachers should not be assigned in the different working areas which are far apart;
 - e) School principal's appointment should be based on the competency he or she has;
 - f) Provide ICT and electricity facilities for teachers to upgrade knowledge and skills of teaching;
 - g) Improving local community ties;
 - h) Improving parental involvement in child(ren) education;
 - i) Improving parental awareness on the importance of child(ren) education.

- b. Local Community's perception of the alternative strategies of boosting teachers organizational commitment: a) Delaying payment of wage; b) Dismissal; c) Building a healthy and well-equipped school housing for teachers; d) Breaking the remoteness by providing public transportation; e) Teachers' recruitment should be based first on the passion and moral disposition; f) Teachers' candidate should be well educated and trained; g) Regular monitoring.
- c. Principals' perception of the alternative strategies of boosting teachers organizational commitment: a) Regular monitoring; b) Building a healthy and well-equipped school housing for teachers; c) Spoused teachers should not be assigned in the different working areas which are far apart; d) Provide IT and electricity facilities for teachers to upgrade knowledge and skills of teaching; e) School supervisors' perception of the alternative strategies of boosting teachers organizational commitment; f) Provide sufficient funds for regular monitoring; g) Spoused teachers should not be assigned in the different working areas which are far apart; h) Building a healthy and well-equipped school housing for teachers.
- d. Authorities' perception of the alternative strategies of boosting teachers organizational commitment: a) Delaying payment of wage; b) Dismissal.

As stated above, we conducted data analysis qualitatively. We started data analysis with an effort of reducing data which are not relevant to the topic. To display data we employed Ishikawa's fishbone analysis. In order that data were categorized well under the Ishikawa's causes and effects diagram, we grouped the data into three main categories as follows. *First*, alternative strategies related to the teachers' demographic characteristics which comprised of (a) teachers candidate recruitment, (b) teachers' recruitment, and (c) teachers' ongoing formation. *Second*, strategies related to the teachers' working conditions which comprised of: (a) breaking the remoteness by providing transportation and ICT facilities, (b) provide adequate school physical facilities, (c) empowering school principal's roles and capabilities as agent of change for school and community alike, (d) improving parents' awareness on the importance of education for child(ren)'s future life and on the importance of their involvement in the school's life. *Third*, strategies related to the educational policy maker which comprised of (a) raising fund for regular monitoring, (b) strengthening management at the Office of Education, (c)

creating standards for school principal's recruitment and appointment, (d) assigning spouses teachers in the same working area, (e) delaying payment of wage for teachers who are not teaching regularly, and (f) dismissal. The results of data analysis are displayed in Figure 3.



CONCLUSION AND IMPLICATIONS

Our study's findings indicate that teachers commitment to the work of teaching in the remote elementary schools of Merauke district, Papua, is predicted by three main strategies as follow: a) Strategies related to teachers characteristics: teachers candidate recruitment based on passion, designing specific curriculum for teacher basic formation, creating standards for teacher recruitment, and enhancing teacher job satisfaction; b) Strategies related to teacher's working conditions: breaking the remoteness, improving parental awareness on the importance of education, providing school physical facilities, and empowering principal's role and capabilities; c) Strategies related to educational policy maker: strengthening management at the Office of Education, raising sufficient fund for regular monitoring, creating standards for principal recruitment and selection, and assigning spouses teachers in the same working area.

Practical implications of our findings is that, if the government want to increase teachers attendance and, in turn, improve the quality of graduates in all level of education, then all designed strategies should be seriously implemented. Since the present study reveal something new that was not found in previous study, findings of this study may theoretically add the existing literature on the strategies of boosting teacher organizational commitment.

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DEVELOPING SUPPLEMENTARY TEACHING SPEAKING MATERIALS FOR STUDENTS IN ISLAMIC BOARDING SCHOOL BASED COMMUNICATIVE LANGUAGE TEACHING

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ABSTRACT

Speaking is one of the most important and demanded skills that need to be mastered by the students. English teaching and learning process in the senior high school of Darussalam Islamic boarding school were unsuccessful yet in achieving its objective in preparing the students who has good ability and capable of communicating actively through spoken language. Almost of second-year students of Darussalam Islamic boarding school of Kepahiang, Bengkulu, Indonesia, encountered many problems in speaking activity. The main problem was there were not appropriate teaching English speaking materials that give big portion and opportunity for the students to speak actively and freely in order to support the process of teaching and learning English speaking. Concerning these problems, a set of supplementary teaching English speaking materials for the students based Communicative Language Teaching needed to be developed. In this research, the researcher used Research & Development as research design and employed the procedures: conducting need assessment, developing supplementary materials, conducting expert validation, revising the materials, trying out the materials, and revising the materials. The researcher collected the data by using questionnaires, interview, analyzing the syllabus, and a note field. The final product of this study consists of seven units: expression of love, expression of sad and attention, expression of patient and embarrassment, expression of attitude and annoyance, telling and discussing about narrative story, telling and discussing about funny story, and expressing and responding to critical opinion as well as completed with attractive cover, preface, and table of contents, book mapping, colorful pictures and photos within each chapters, good and coherence illustration.

Keywords: *supplementary teaching english speaking materials, islamic boarding school, communicative language teaching*

Darussalam Islamic boarding school of Kepahiang is an educational institution where the students stay and live together with dormitory system. In order to support their learning activities, the students were also taught English as the medium to explore English proficiency in learning activities within the classroom and communicate each other. Each student was trained to speak English in their daily communication. Unfortunately, most of the second year students in religious senior high school at Darussalam Islamic boarding school of Kepahiang did not perform English either in their teaching and learning activities in classroom or communication with their friends both inside and outside the classroom. It happens because of their speaking ability is low which is influenced by their problems during teaching and learning process in the classroom. Those problems such as teaching materials that fossilized the students' activeness and freedom in speaking by burdening them with grammatical patterns, English teaching during learning process seems monotone where the teacher teaches the students with traditional, lack of English vocabularies, lack of practice, and fear of making mistakes. But, the main

problem was there were not appropriate teaching English speaking materials that give big portion and opportunity for the students to speak actively and freely in order to support teaching and learning the process of English speaking.

From the facts above, since speaking is demanded skill in this globalization era (Ur, 2000), the researcher is interested in solving those problems and improving the speaking ability of second-year students in religious senior high school at Darussalam Islamic boarding school of Kepahiang through developing teaching English speaking materials based Communicative Language Teaching approach.

Islamic Boarding School is an educational institution with Islamic teaching materials of Islamic classical books and scientific knowledge such as mastery of English speaking and apply it as well as guidance in daily lives by emphasizing the importance of morality in social life (Depag, 2005: 4).

Communicative approach in language teaching starts from a theory of language as mean of communication (Littlewood, 2002). Therefore, the goal of English language teaching is to develop communicative competence. In other words, learning activities in communicative language

teaching should attempt to replicate real communication. In this research, the researcher drew a figure of communication continuum in communicative language teaching activity based on Harmer (1998).

| Non-Communicative activities | Communicative activities |
|------------------------------|--------------------------|
| No communicative desire | A desire to communicate |
| No communicative purpose | A communicative purpose |
| Form not content | Content not form |
| One language item only | Variety of language |
| Teacher intervention | No teacher intervention |
| Materials control | Materials control |

The emphasis in Communicative Language Teaching on the processes of communication rather than mastery language forms leads to different roles for learners from those found in more traditional second language classrooms (Patel, 2013). Students are expected to interact primarily with each other rather than with the teacher, and correction of errors may be absent or infrequent. The cooperative (rather than individualistic) approach to learning stressed in CLT may likewise be unfamiliar to learners (Brown and Yule, 1999). In addition, student who has good background knowledge, for example, their past learning experience will more interest to join the lesson (Harmer, 1998).

During learning process, generally, teacher is being motivator, assessor, facilitator, and corrector during students' discussion or speaking in front of the class (Abebe: 2012). Breen and Candlin in Richard and Rodger (1999: 77) also described that the teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. Especially in the more creative types of activity, unnecessary intervention on the teacher's part may prevent the students from becoming genuinely involved in the activity and thus hinder the development of their communicative skill (Littlewood, 2002). In addition, the teacher also should make their lesson interesting so the students do not fall asleep during learning English (Harmer, 1998).

To comprehend communicative model of teaching in detail, the researcher will give the figure of how the model of teaching was supposed to be conducted. This figure was adapted from Patel (2013) with little modification.

Gambar

Figure 2.1 Communicative Model of Teaching

The design indicates that the instructor should set a process for his learners who should be requested to speak as good as possible with all available sources. If the instructor seems that his learners are not in a relaxed place to speak or communicate due to deficiency of language assistance, then he must provide the necessary language items for effective interaction, both lexical and structural and the instructor can offer drills, if being need. This is the pedagogical and methodological structure in which communicative language teaching must be performed.

Variety of instructional materials has been provided to support communicative approach in language learning. Unlike previous researcher approach to learning, researcher considers the communicative approach of teaching materials as a way to influence the quality of classroom interaction and language use. Therefore, developing teaching speaking materials based on Communicative Language Teaching approach is one of the crucial things in order to make the students in Islamic boarding school can communicate actively since speaking is the most demanded skill to be mastered in this globalization era (Kurniawati, 2011). Learning activities with materials based Communicative Language Teaching focuses on real oral communication with variety of language and activities without too focus on form of grammatical patterns if distinguished with non-communicative activities during learning process of English.

The objectives of this research is to develop supplementary teaching speaking materials based on Communicative Language Teaching in order to overcome students' problems in practicing their English speaking ability of second year students in religious senior high school at Darussalam Islamic boarding school of Kepahiang Academic Year 2015/2016.

METHOD

The research was conducted by using research and development design. Therefore, this research employs set of activities to develop and validate speaking materials (Latief, 2012). In this research, the researcher took development procedure model based on Borg (1981) and was adapted based on the necessity of the research which is started from: 1) obtaining information, 2) Selecting and sequencing the materials, 3) developing the materials, 4) expert validation, 5) Revising based on expert verification, 6) evaluation that consists of try-out, evaluation, revision, and

validation based on feedback during teaching and learning process, 7) finishing that consists of developing final product of speaking materials.

In this research, the developed materials were in the form of supplementary materials that focus on speaking activities. In accordance with the students' needs from the result of need analysis, the material were developed by using Communicative Language Teaching approach to help the students communicate and practice English freely without too burdened with grammatical patterns. One unit of the developed speaking materials consists of reading passage, authentic language, practicing, and reflection which is in the form of reinforcement.

RESULT AND DISCUSSION

Result

The result of need assessment discussing about the data that collected from questionnaires, interview, and syllabus. In this research, the questionnaires covered nine points of analysis and the results of students' responses on questionnaires are as follows (Tabel 1).

Interview with the Teacher

In this research, the researcher determined some points of interview that are going to be asked. When the researcher asked about students' interest in learning English, the teacher stated that almost of the students like leaning English speaking. The teacher stated that the students realize that English is very important to be mastered, especially when they are going to have good academic level and great job in the future. However, the teacher said the availability of English teaching and learning materials is as existence. The lack of teaching and learning materials, especially for speaking, became a horrible specter because it could not cover students' needs, especially to cover their big enthusiastic in learning English, especially for speaking.

Therefore, when the researcher told him that the researcher is going to develop appropriate supplementary English speaking materials, the teacher was agree, enthusiastic, and happy. He hopes that the materials that are going to be developed can cover students' needs on English speaking materials and motivate them to be more interested in learning English, especially in English speaking skill as well as can overcome and solve students' problems in learning English speaking. The teacher told that the materials that are appropriate for English speaking are the materials that represent the actual life, cover their daily communications-

Tabel 1: Results of students' responses on questionnaires

| No | Points of Analysis | Response | Total | % |
|----|--|------------------------|-------------|---------|
| 1 | Students' interest in English | Very interest | 10 Students | 30, 30% |
| | | Interest | 18 Students | 54, 54% |
| | | Less interest | 4 Students | 12, 12% |
| | | Not interest | 1 Student | 3, 03% |
| 2 | Students' opinion on learning English | Very difficult | 1 Student | 3, 03% |
| | | Difficult | 18 Students | 54, 54% |
| | | Less difficult | 7 Students | 21, 21% |
| | | Not difficult | 7 Students | 21, 21% |
| 3 | Students' opinion on English skill | Listening | 8 Students | 24, 24% |
| | | Speaking | 11 Students | 33, 33% |
| | | Reading | 7 Students | 21, 21% |
| | | Writing | 7 Students | 21, 21% |
| 4 | Students' opinion on speaking | Very important | 13 Students | 39, 39% |
| | | Important | 19 Students | 57, 57% |
| | | Less important | 1 Student | 3, 03% |
| | | Not important | 0 Student | 0% |
| 5 | Students' interest in speaking | Very interest | 17 Students | 51, 51% |
| | | Interest | 10 Students | 30, 30% |
| | | Less interest | 5 Students | 15, 15% |
| | | Not interest | 1 Student | 3, 03% |
| 6 | Students' interest in speaking activity | Role play | 14 Students | 42, 42% |
| | | Practicing dialog | 11 Students | 33, 33% |
| | | Question-answer | 0 Student | 0% |
| | | Memorizing dialog | 8 Students | 24, 24% |
| 7 | Students' opinion on the need for speaking materials | Really needed | 13 Students | 39, 39% |
| | | Needed | 17 Students | 51, 51% |
| | | Less needed | 2 Students | 6, 06% |
| | | Not needed | 1 Student | 3, 03% |
| 8 | Students' opinion on the illustration | Really needed | 7 Students | 21, 21% |
| | | Needed | 16 Students | 48, 48% |
| | | Less needed | 9 Students | 27, 27% |
| | | Not needed | 1 Student | 3, 03% |
| 9 | Students' preference on the illustration | Colorful | 23 Students | 69, 69% |
| | | Pictures | 1 Student | 3, 03% |
| | | Black & white pictures | 9 Students | 27, 27% |
| | | Colorful photo | 0 Student | 0% |
| | | Black & white photo | 0 Student | 0% |

and activities as well as can lead them to practice English speaking, easy comprehended, and should be in line with the syllabus.

The teacher suggested that English speaking activities that are appropriate for the students can be in the form of practicing dialogues, role-play, direct oral question-answer, monolog, speaking in group and pairs, retelling story, retelling story with sequenced pictures, interview form after reading passage in order to see students' capabilities in comprehending the text and express it with spoken language, as well as a reflection about what that had been learned by the students that is in the form of spoken language.

Result of Developed Materials

The draft of supplementary materials development is focused on speaking activity. It was

developed based on Communicative Language Teaching approach and arranged well based on the standard competence and basic competence of the syllabus in senior high school at Darussalam Islamic boarding school. These supplementary materials included seven chapters and the objective of the topic was stated at the beginning. The topic were chosen under the consideration that related to the students' need and interest and aimed to enrich students' experiences in order to support their daily activities. Those seven chapters are narrative text, expressing love, expressing sad and attention, expressing patient and embarrassment, spoof text, expressing attitude and annoyance, and hortatory exposition text.

The Result of Expert Validation

For the first expert, on the evaluation of the content, the expert said that the text of narrative in the first unit is too long. Long reading text will confuse the students in comprehending the meaning and the purpose of the text. For the second, third, and fourth unit, the expert did not suggest anything. He claimed that the materials are very good and appropriate with the students' need.

For the evaluation on language, the expert said that the first until the fourth unit as well as the sixth unit are good. Therefore, he said that there is no suggestion because of the language usage within those materials is easy comprehended by the students as well as the sentences and grammatical order. However, the expert suggested the researcher to be careful on the fifth and seventh unit because of the words and sentences were invalid constructed, mistyping, regular and irregular verb, etc. Generally, the expert said that the language is appropriate with students' needs and level, already communicative and understandable.

For the evaluation on characteristic of Islamic boarding school, the expert suggested the researcher to be more specific on Islamic story or text that containing religious, life values, or educative and informative such as the text in third, and seventh unit.

For the second expert, on the aspect of teaching strategy, generally, the expert was very interested in. Teaching strategy was systematic and could motivate the students to be more active in speaking activities. However, in paragraph formation, the expert suggested the researcher to not using justify form in formatting the paragraph. Therefore, the researcher reformed it with left form as suggested by the expert. The expert also suggested the researcher to write the instruction within the developed materials with one space

only and be consistent of the title in the footer where the researcher wrote "*Let's Speak for Senior High School of Islamic Boarding School*" which is actually should be in the form of "*Let's Speak English*" as the researcher stated in the preface part.

In addition, the expert also suggested the researcher to not teaching the students with the materials that expressing anger due to the students of Islamic boarding school that should be taught with educative materials that represents the characteristic of Islamic values. Therefore, the researcher modified this material with educative values that represent Islamic characteristic by teaching about patient without losing the main content of how to calming someone down from anger in order to let the students know that Islam forbids Muslims to get angry with others through uneducated utterances.

For the aspect of instructional teaching materials, generally, the expert was very interested in. However, the expert suggested the researcher to make sure that all of the pictures or photos within these developed materials are good forms that represent the characteristic of students of Islamic boarding school such as wearing veil and clothes that covering the genitals of women as well as for the men to wear the clothes those are suitable with Islamic values.

For the last aspect that validated by the second expert, the aspect of communicative principles, the expert said that these developed materials were very communicative by giving the students a lot of opportunities to practice their speaking ability without burdened with memorizing a lot of formulas of grammar, because the researcher give them authentic language as the guidelines for speaking. When the students did a mistake in speaking, these developed give a space for the teacher who teaches the students later to revise the mistake through a way of communicative principle that called recast (Wu, 2008). The expert suggested the researcher to add more activities that will motivate the students to be more active in speaking activities.

Revision of the Product

After having validation from the experts, the researcher revised the product based on the correction and suggestion from the expert. All of the materials that had been revised would be validated for the second time to the experts in order to make these developed materials more comprehended and eligible. Then, the materials are improved well and ready to be tried out.

Result of Try-Out

Based on the try-out process, the data were gathered by using questionnaires for the students which are focus on five points that represent

students' opinion about the developed English speaking materials. Those five points are about the attractiveness on the materials, level of difficulties, steps of activities, usefulness of the materials in supporting speaking practice, and aspect of practicality. The results of try-out are as follows:

| No | Indicators | Response | Total of Respondent | % |
|----|--|----------------|---------------------|---------|
| 1 | Attractiveness on the materials | Very Good | 15 students | 45, 45% |
| | | Good | 14 students | 42, 42% |
| | | Fair | 4 students | 12, 12% |
| | | Poor | 0 student | 0% |
| 2 | Level of difficulties | Very Difficult | 0 student | 0% |
| | | Difficult | 0 student | 0% |
| | | Less Difficult | 6 students | 18, 18% |
| | | Not Difficult | 27 student | 81, 81% |
| 3 | Steps of activities | Very Good | 12 students | 36, 36% |
| | | Good | 15 students | 45, 45% |
| | | Fair | 6 students | 18, 18% |
| | | Poor | 0 student | 0% |
| 4 | Usefulness of the material in supporting speaking practice | Very Good | 20 students | 60, 60% |
| | | Good | 13 students | 39, 39% |
| | | Fair | 0 student | 0% |
| | | Poor | 0 student | 0% |
| 5 | Aspect of practicality | Very Good | 25 students | 75, 75% |
| | | Good | 8 students | 24, 24% |
| | | Fair | 0 student | 0% |
| | | Poor | 0 student | 0% |

Revision from Try-Out

After having try-out and collecting the data from the questionnaires, the researcher revised the lack and weaknesses of the developed materials. Those lacks or weakness from this product are such as difficult of vocabularies from idiom, mistyping, misspelling, and length of the text or sentences..

Discussion

Discussion on Need Assessment

From the data of questionnaires, the researcher concluded that the students are very interest with English subject, especially English speaking. They are very enthusiast with the developed materials for English speaking. In order to make them more interest with the developed materials, the researcher developed attractive and eligible English speaking materials based on their needs and appropriateness with their age and level.

On interview process, the researcher got some opinion and suggestion from the English teacher about the appropriate materials for English speaking. The teacher suggested the researcher to develop attractive materials, showing the actual life, understandable materials and showing the characteristic of Islamic boarding school, the materials with activities that could elicit students' interest and motivation.

The last point of data collection, the researcher surveyed the syllabus that is being used by senior high school of Darussalam Islamic boarding school. The researcher found that the syllabus which is being used is syllabus with curriculum of 2006. The researcher tried to discuss with the teacher and curriculum advisor board about the curriculum which is being used since the government is about to use new curriculum of 2013. The researcher offered to use curriculum of 2013 as a basic in developing the materials, but the teacher and curriculum advisor board of Darussalam Islamic boarding school claimed that curriculum of 2013 will be implemented fully on 2015 since there is no valid referential books yet for teaching and learning process that exist recently. Therefore, they suggested the researcher to use the curriculum of 2006 as basic in developing the materials since the developed materials used Communicative Language Teaching approach that is in line with curriculum of 2006 or curriculum of 2013.

Discussion of the Draft

In this research, in order to make these materials more attractiveve and interesting, the researcher completed these materials with colorful pictures and photoes, good lay out in order to make the materials easy understanding and make the students knowing well about what the materials are. In addition, these supplementary materials were also completed with attractive cover, preface, and table of contents, book mapping, good and coherence illustration. The researcher arranged each chapter based on Communicative Language Teaching approach which is also completed with standard competence and basic competence of speaking for second grade students of senior high school at Darussalam Islamic boarding school of Kepahiang where the objective of the study was shown in the beginning in every chapter.

Discussion on Expert Validation

The first expert said that the content of the developed materials was appropriate with students' need on speaking materials. The content was attractive and could motivate the students to be more active in speaking activities. On contrary with the main book, these developed materials gave big space and opportunity for the students to practice more with appropriate contents and materials.

The language that is used in these developed materials also communicative and understandable the students could understand the materials well and it could encourage the students to practice their speaking better than before. The language is also appropriate with their level and age.

In addition, Islamic values within the contents those represent the characteristic of Islamic

boarding school are also being shown clearly and perfectly where every reading passage in the first part of the developed materials was Islamic stories or educative and informative story.

The second expert said the teaching strategy within the developed materials was appropriate with students' need, where there are big opportunities for the student to express their idea through spoken language. The teaching strategy in delivering the materials was students' centered, the teacher just monitoring, facilitating, and explaining the materials which are understandable yet by the student.

In these developed materials, the instructional media was very attractive and interest. Through good instructional media within these developed materials, the students were not bored anymore like what they did in previous materials of the main book.

The expert also said that the developed materials are appropriate with the principles or the concept of Communicative Language Teaching. The materials have various topics that could encourage students' activeness and communicate well toward their friends without too being burdened with grammatical pattern such as in recent years.

Discussion on Try-Out

During the process of try-out, the researcher saw that the effectiveness of the developed materials is very good. The students could understand every topic within every unit very well and it could be seen from students' activities and responses during teaching and learning process in the classroom. They also became more confident to express their abilities in speaking activities without feeling afraid of making mistakes during speaking, because the teacher will revise their mistakes directly without blaming the students. The students also very active during teaching and learning process in trying out the developed material, they support each other in order to be better in speaking ability. The students are also very interest with the developed materials due to the developed materials were very attractive with logically good order and colorful pictures or photos in every unit. In addition, the students said that the developed materials were very appropriate with their need, age and level. Therefore, through these developed materials, the students can decrease their problems in speaking activities and highly motivated to improve their abilities to be better than before.

Final Product

In this research, the final product of the developed teaching English speaking materials is completely with suggested and revision after being validated by the experts. The materials were completely developed with seven units. These supplementary materials were completed with attractive cover, preface, and table of contents, book mapping, colorful pictures and photos within each chapters, good and coherence illustration and the draft of final product is as follow:

| No | Chapter | Topic | Activities | Competence |
|----|--|--|---|--|
| 1 | Long Time Ago... | Telling and discussing about narrative story | -Let's get ready -Let's find it out -Let's discuss -Learning community -Let's practice -Reflection | - Perform meaning in text by using a range of simple monologue spoken language accurately, fluently and acceptable in the form of telling and discussing about narrative story - Respond meaning in text by using a range of simple monologue spoken language accurately, fluently and acceptable in the form of telling and discussing about narrative story |
| 2 | Mom... I love you... | Expressing love | -Let's get ready -Let's find it out -Let's discuss -Learning community -Let's practice -Reflection | - Respond to speech acts properly in expressing feelings of love - Perform various speech acts in interpersonal/transactional of oral discourse in expressing feelings of love |
| 3 | Why are you so sad? | Expressing sadness and attention | -Let's get ready -Let's find it out -Let's discuss -Learning community -Let's practice -Reflection | - Respond to speech acts properly in expressing feelings of sadness & attention - Perform various speech acts in interpersonal/transactional of oral discourse in expressing feelings of sadness & attention |
| 4 | Be Patient, Please ... | Expressing patient and embarrassment | -Let's get ready -Let's find it out -Let's discuss -Learning community -Let's practice -Reflection | - Respond to speech acts properly in expressing feelings of patient and embarrassment - Perform various speech acts in interpersonal/transactional of oral discourse in expressing feelings patient and embarrassment |
| 5 | Ohh... It made me shriek with laughter | Telling and discussing about funny story | -Let's get ready -Let's find it out -Let's discuss -Learning community -Let's practice -Reflection | - Perform the meaning in text by using a range of simple monologue spoken language accurately, fluently and acceptable in the form of telling and discussing about funny story - Respond the meaning in text by using a range of simple monologue spoken language |

| | | | | |
|---|-------------------------|--|---|--|
| | | | | accurately, fluently and acceptable in the form of telling and discussing about funny story |
| 6 | It's really annoying me | Expressing attitude and annoyance | -Let's get ready -Let's find it out -Let's discuss -Learning community -Let's practice -Reflection | - Respond to speech acts properly in expressing feelings of attitude and annoyance - Perform various speech acts in interpersonal/transactional of oral discourse in expressing feelings of attitude and annoyance |
| 7 | In my point of view... | Expressing and responding about critical opinion | -Let's get ready -Let's find it out -Let's discuss -Learning community -Let's practice -Reflection | - Perform the meaning in text by using a range of simple monologue spoken language accurately, fluently and acceptable in the form of expressing and responding critical opinion - Respond the meaning in text by using a range of simple monologue spoken language accurately, fluently and acceptable in the form of expressing and responding critical opinion |

CONCLUSION

The developed materials are supplementary materials that supplements and cover the lack of main book of English subject which are focused on speaking skill for second year students of senior high school at Darussalam Islamic boarding school based on Communicative Language Teaching and in line with the syllabus of senior high school at Darussalam Islamic boarding school of Kepahiang. These developed materials could help the teacher in teaching English speaking that were rarely exists on the main book and help the students to solve their problems in English speaking by providing more opportunities in practicing their English speaking without too burdening the students with memorizing grammatical patterns. The strength of these developed materials is the materials that could cover the lack or the weakness of the main book that used by the teacher which is could not cover students' need of English speaking materials. The developed materials are completed with interesting and appropriate learning activities of English speaking that can let them communicate actively during teaching and learning process as

well as can be applied in real life communication. The weakness of these developed materials is the materials that developed only for the second year students.

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TEACHER EDUCATION SYSTEM ACCORDING TO KI HAJAR DEWANTARA'S OPINION

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ABSTRACT

Teacher's position and role in an effort to improve the quality of national education and learning are very important and strategic. Ki Hadjar Dewantara (KHD) suggests that the ideal teacher in Indonesia is a teacher who understands the concept of TRIKON (Kontinyu, Konvergen, Konsentris) theory and is able to implement it in their duty as an educator and a teacher. More than that, according to KHD, teacher should also be able to portray himself as Lifelong Learner (Pebelajar Seumur Hidup) who always wants to learn and able to perform learning activities throughout his life. The goal is that the teacher, either individually or in group (teamwork), can improve learning quality, materials, strategy, media, method, and evaluation in order to achieve educational objectives. This proceeding article examines the TRIKON theory, Lifelong Learner (Pebelajar Seumur Hidup) Concept, and other key education concepts by KHD as a main part of Bangunan Keilmuan Pendidikan Tamansiswa initiated by KHD. Building Knowledge of Tamansiswa's Education built on KHD's three main pillars of education, which are culture, education, and government that can be used as consideration in developing the teacher education system in Indonesia.

Keywords: dewantara, trikon, teacher education, lifelong learner, building knowledge

As the Father Founder of Tamansiswa, Ki Hadjar Dewantara (KHD) said in his speech at Tamansiswa opening ceremony on July 3rd, 1922: "This colonial state will remain *if we fight only with political movement*. Therefore, we should *not only focus on fight it from the outside*, but also *prioritize to inculcate a sense of independence among our people through teaching and national education*". Teaching and education are *the means of spreading a sense of independence among our people* (Dewantara, 1977: 21). Based on KHD's statement, *Majelis Luhur Persatuan Tamansiswa* set the basis of Tamansiswa's efforts in the *Peraturan Besar Tamansiswa* that "Tamansiswa is a cultural and community development struggle group, so Tamansiswa sets itself as a struggle organization". The Tamansiswa is also known as a pro-Republic struggle group, not only as a common school system. In this case, Wiryosentono (1982:6) who is the *Pinisepuh Tamansiswa*, stated that: "TAMANSISWA, which found on July 3, 1992 and named "National Onderwijs Instituut Taman Siswo", is commonly known as teaching educational institution. Essentially, Tamansiswa is an Indonesian pro-Republic struggle group which together with other national movement (*POLEKSOSBUD*), fights for the country's freedom and glory, to achieve a free, orderly, peaceful, fair, and prosperous society through education. It is stated in section I, chapter 1, article 2 of its *Peraturan Dasar (Anggaran Dasar)*, which stated that "Tamansiswa is a cultural and community development struggle

group which uses education in its broadest sense as a means" Wiryosentono. 1996)

Tamansiswa's dedication and efforts to Indonesian during the colonial rule (1922-1945) always aligned with people movement and inseparable from the Indonesian struggle for independence. By "choosing the path of education, Tamansiswa together with all Indonesian movements fight for the country's freedom and make Tamansiswa as a place to grow and prepare the freedom fighters against the colonialism and as the independence defenders, enforcers and developer" (Wiryosentono, 1982:6).

This article will briefly discuss the application of KHD's main ideas in building the teacher education system in Indonesia, especially the key concepts within *Bangunan Keilmuan Pendidikan Tamansiswa*. The Tamansiswa's education concepts from KHD turn out to still align with the concepts of modern education. Some of them have been applied to the education system in developed countries such as the concept of boarding school, which is applied and developed in *Santiniketan* education system in India and Finnish education that is humanistic and other education provided by the government. Additionally, KHD has said that education must be built on the three pillars of development namely culture, education and power/government, all of them are interrelated, mutually affect each other, interdependent, and inseparable.

DISCUSSION

The definition of Tamansiswa education in *Peraturan Besar Persatuan Tamansiswa*, Article 9 verse (1) is: "Education is a cultural effort which is

intended to guide the life and the improvement of the students both physically and mentally, so that their personality as well as the neighborhood will get the progress physically and mentally". After comparing with the main content of the Act of Republic Indonesia number 20 year 2003 on the National Education System, there are some similarities to the definition of Tamansiswa education: 1. The term "cultural effort" in the Act of Republic Indonesia number 20 year 2003 on the National Education System Chapter II, article 4, verse (3) are: "Education as a cultural process and learners empowerment process..." and in the school education system is embodied in the subject development (a set of means to sharpen the sense of *Daya Cipta* and *Rasa*) and skill (a set of means to sharpen the sense of *karsa/karya*) 2. The term "to guide the life and the improvement both physically and mentally" in the Act of Republic Indonesia number 20 year 2003 on the National Education System Chapter III, article 4, verse (2) are: "Education is conducted as a unit ..." that is complete. The accumulation of Tamansiswa education concepts can be seen in the statement "The full education implementation as a unity of *Cipta*, *Rasa*, and *Karsa*", or implied in the definition of Tamansiswa education, especially in the statement about "... *intended to guide the life and the improvement of the students, so that their personality as well as the neighborhood will get the progress physically and mentally*". 3. The term "*so that their personality as well as the neighborhood will get the progress physically and mentally*", therefore KHD defined the *Ajar* and *Dasar* Theory, and in the National Curriculum is reflected in the Competency Standard and the Basic Competency for the development of *Cipta* (Cognitive), *Rasa* (Affective), and *Karsa* (Psychomotor) elements.

The results of the comparison between the Tamansiswa education objectives and National Education objectives above are indicating that the Tamansiswa education concepts are still harmonious and in line with Indonesian National Education. Therefore, talking about teacher education system development in Indonesia, in fact, also means the need to accommodate KHD's key education concepts into the curriculum of the teacher education.

As a system, the teacher education system should incorporate the three pillars of the Indonesian basic theory of human development, which are cultural theory, educational theory, and government theory. Those three pillars are described in *BANGUNAN KEILMUAN*

PENDIDIKAN TAMANSISWA by Kuswandi (2004) below.

The three pillars of *Bangunan Keilmuan Pendidikan Tamansiswa* (Building Knowledge of Tamansiswa's Education) are explained below.

Culture

Our concept of national culture is *Bhineka Tunggal Ika*, which is the essence of the Indonesian original culture from Sabang to Merauke. With that concept of culture, teacher education program in Indonesia should follow the pattern of teacher education design, development, implementation and management which could empower all potentials of the Indonesian cultures. It means that learning materials, development activity and strategy, media and learning resource development, assessment and evaluation system should be prepared based on the Indonesian original cultural wealth that is unified under *Nusantara*.

One of KHD's concepts about principal things within cultural pillar is TRIKON concept (*kontinyu, konvergen, konsentris*) (Dewantara, 1994). Briefly, the teacher education system should be based on maintaining the core and original values of Indonesian culture (*kontinyu*), but still capable of selecting, combining and integrating the culture and the core value from other countries that considered good and appropriate into the core value of Indonesian original culture (*konvergen*). Based on that, the teacher education system still prioritizes the application, implementation and development of the core value of Indonesian original culture, despite the influences and the enrichment from other countries' cultural value (*konsentris*).

In a broader sense, the key principles of TRIKON concept which applied to the teacher education system can be described as:

Kontinyu (continuous) means that all cultural aspects, from the value of tradition, custom, ethics, norms and the core value of Indonesian original culture should always be a cornerstone of the Indonesian teacher education system's development of materials, activity, media, learning source, assessment and evaluation system. The local wisdoms, which are hereditary, very positive and still maintained by the community around the teacher education institution, should become learning materials and the subject of our teacher education implementation pattern study. The future teachers should know the original tradition and culture of the community around the teacher education institution, which will also become the subject of scientific papers like article, paper, assignment and future teachers' thesis.

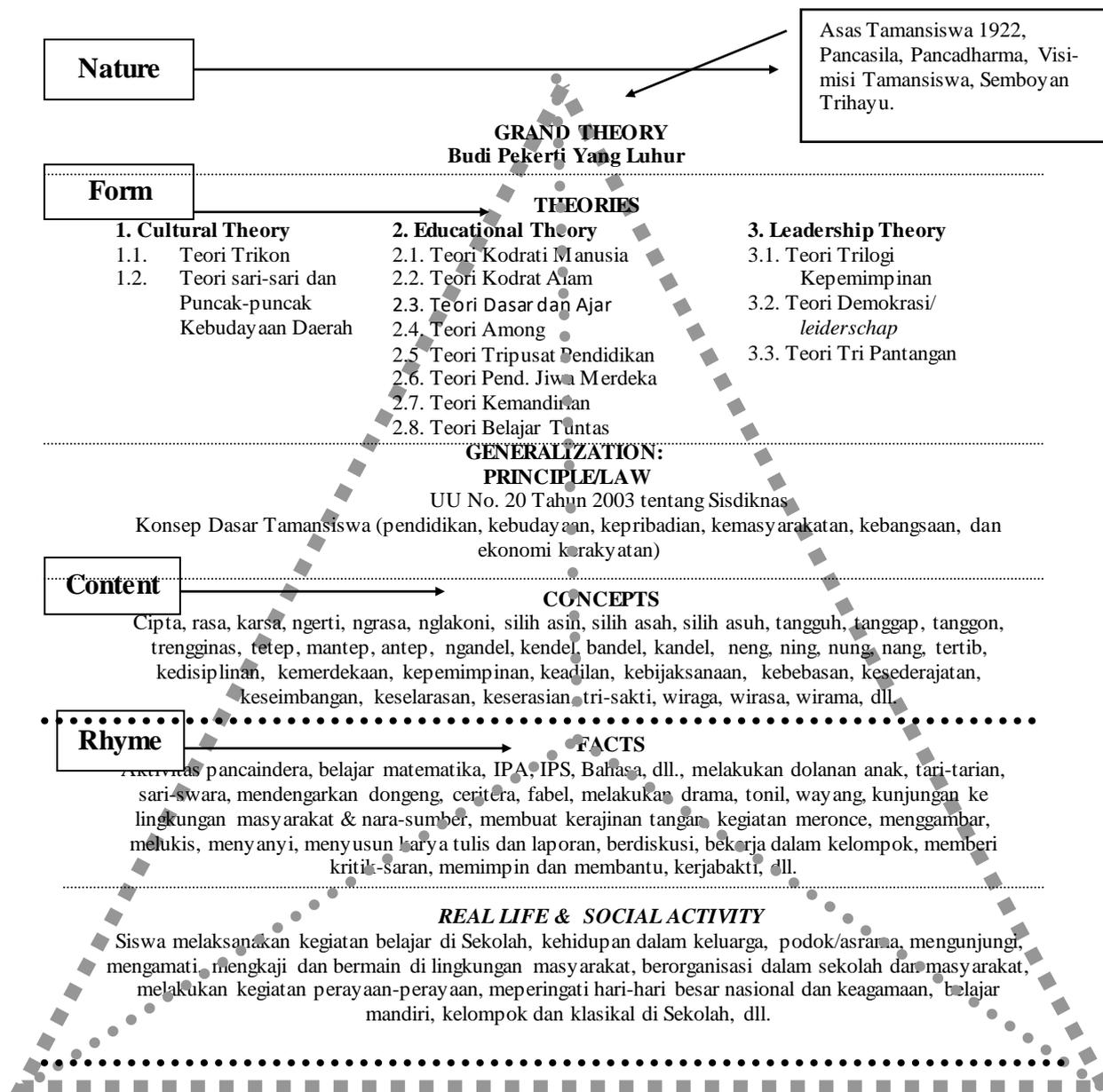


Chart 1: **BANGUNAN KEILMUAN PENDIDIKAN TAMANSISWA**
 (Kuswandi, D., 2014)

Thus, the implementation of science and technology in the learning material development of teacher education system will always receive feedback, evolve and based on the core value of Indonesian national culture. In other words, IPTEKS (*Ilmu Pengetahuan, Teknologi, dan Seni*) development is in line with the development of Indonesian core cultural values.

Based on the description above, there are two things that are advantageous. The first is the sustainability in the preservation of Indonesian original culture, and the second is the sustainability in the advancement and implementation of Indonesian original cultural values in the development system of teacher

education system's learning activity and material.

Konvergen (aligning & combining) means that Indonesian culture will always be influenced by thought and other cultures' values, especially the positive values. Therefore, Indonesian culture should be open to receive feedbacks and additions from other countries like knowledge, attitude, skill, technology, language, custom and a good habit which eventually influence the patterns and models of future teachers' development in Indonesia. The selecting and sorting process of foreign cultures is required to enrich Indonesian original culture. In this stage, the selecting and sorting process results are combined with the Indonesian original cultural values so that it is harmonious and in line (*kovergens*).

Konsentris (continuous state), the results of selecting and combining the cultural values in the *konvergensi* stage above should be advocated to be established, implemented, and developed in the teacher education system in Indonesia. At this stage, government will play an important role in making decisions about which original cultural values that will continuously give to the future teachers and which cultural combining results that will be the integral part of the program curriculum and educational activity development for the future teachers in Indonesia.

The point of the three main cultural concepts by KHD above is that Indonesia can achieve ideal and high-quality teacher education system concept. Basically, we do not have to be confined to the education system which the learning materials and activities only come from thought and original culture in Indonesia. We should be open-minded to gain some thoughts, materials, and educational activities from teacher education models in other countries.

Education

Ki Hadjar Dewantara introduced the *among* system (“*among* method”) as the main concept in the entire implementation of *Pendidikan Tamansiswa*. The *among* concept is the realization of KHD’s conception that put children as the main focus of Tamansiswa education, and it becomes the basis of Tamansiswa’s educational theories which are fundamental like self-reliance theory named “*Opor Bebek* Theory” (Dewantara, 1977). This theory is based on the *opor bebek* dish. As we know, if we fry or cook a duck, the meat or the fat will release oil. If the meat is cooked without palm oil, it will release oil by itself. Based on that fact, “*Opor Bebek* Theory” is defined as a condition where a Tamansiswa student should be able to take care of and improve himself by leveraging the resources or the potentials in him and the environment around him. To achieve that, a Tamansiswa student should be able to portray himself as Lifelong Learners (*Pebelajar seumur hidup*), which is someone who always wants to learn and able to perform learning activities and self-learning throughout his life.

In the teacher education system, both teachers and future teachers should be able to portray themselves as Lifelong Learners who always wants to learn and able to perform learning activities and self-learning throughout their life to improve their skills in accordance with their respective duties.

As a future teacher, he should be able to explore all the materials, information and sources that can be used to conceptually and

theoretically mastering the knowledge, and also the materials that will improve the attitude and skills required for the future teacher.

As a teacher, the Lifelong Learner concept should be internalized so that the teacher will continuously need, want and able to improve his competencies. The teacher can join two programs in relation to the above statement: (a) job education and training activity, and (b) custom professionalism improvement. The job education and training activity in relation to the improvement of the teacher’s skills depend on the central and local government policy. The programs include increasing the teacher’s capacity in terms of curriculum development, in-depth study about the subject learning materials and classroom teacher, which is the teacher’s duty, improving the skill of media and learning source development including Information and Communication Technology (ICT)-based media, improving the teacher’s competency in assessing and evaluating, and improving the skill to conduct the Classroom Action Research (*Penelitian Tindakan Kelas*). As improving custom professionalism, it is directly linked to position promotion, rank, skill development and career in teacher’s additional duty. Among the teachers, some could be promoted as principal, school superintendent, school inspector, head of UPTD and the head of Education and Culture Department.

Government

KHD introduced three important concepts related to democratic government that support national culture and education. The three concepts are: (a) Leadership Trilogy Theory, (b) Democratic Theory and (c) Tri Pantangan Theory. KHD clearly stated that the main duty of a teacher is implementing *Ing Ngarso Sung Tulodo* (In the front as a role model for children), *Ing Madyo Mangun Karso* (Together with the children/in the middle become friend with children and able to portray himself as companion and mentor) and *Tut Wuri Handayani* (Always encourage children to independently improve and be creative).

KHD’s democratic theory stated that as a leader, a teacher should be able to lead with heart and wholeheartedly by putting the organization of people, by people and for people. It means that a future teacher should be able to lead an organization or a group and implement the democratic leadership in order to create a conducive atmosphere.

The *Tri Pantangan* Theory suggested that the future teacher or teacher should respect the dignified ethics, morality and decency as well as distanced themselves from the restrictions: (a) abusing power, (b) committing amoral and (c) committing fraud and corruption.

CONCLUSION

According to KHD, teacher education system that is compatible with the Indonesia's personality, but still use international and universal reference is a system that is capable of implementing TRIKON (*kontinyu, konvergen, konsentris*) concept. Based on among system development, a future teacher portrays himself as a Lifelong Learner (*Pebelajar seumur hidup*), an independent learner (*pebelajar mandiri*) and is able to do his role as a democratic leader (leadership trilogy) and distanced himself from the restrictions (*tri pantangan*) to survive this world and hereafter.

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AUTHENTIC ASSESSMENT FOR THE EVALUATION OF PROCESS AND LEARNING OUTCOMES: A EVALUATION MODEL BY CURRICULUM 2013 IN IMPLEMENTATION OF VOCATIONAL HIGH SCHOOL EDUCATION

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ABSTRACT

Assessment and learning is an integral part in the achievement of instructional objectives. Assessment in learning plays a major role and are important in determining achievement of learning objectives have been designed. Assessment plays an important role in providing accurate feedback based on all the information that has been explored with regard to students to support learning and effective teaching. Authentic assessment emerges from authentic learning, especially if associated with the dilemma that there is a gap between learning in the classroom with the complexities in the real world, so bring an opinion about authentic learning which should focus on the association with real-world learning in the classroom. The authentic nature experience allows students to associate the concepts and theories of formal education and apply to actions in the context of the real world, in particular the implementation of vocational education more featuring the performance of students in practical activities in laboratories and workshops.

Keywords: *authentic assessment, assessment of processes and learning outcomes, vocational high schools*

Selection of the appropriate assessment of learning can determine the degree of effectiveness of a learning process. This is because there is a close relationship between learning objectives, learning activities, and assessment in a study so we can say both are interlocked with one another (Sutadji, 2011). Cunningham (1998:5) explains that the standards for teacher competence in educational assessment of student based are on two assumptions: student assessment is (1) an integral part of a teacher's role, and (2) good teaching and good testing go together. The assessment process is carried out in the decision need not necessarily be based on learning outcomes, but also carried out before and during the study. As revealed by McMillan (2007:5), the decision making of the teacher can be done based on time or when the decision is made, either before, during, and end. This indicates that the assessment role in every step taken by the teacher.

Lately, the theory of learning and learning orientation has undergone a fundamental change, ranging from behaviorism to constructivism. Constructivist view of adherents of the ideology affects all components including the assessment of learning. Historically, assessments conducted more emphasis on basic knowledge and skills assessment separate from the real tasks. Scholtz (2007:43) expressed their criticism of the behaviorism views in assessing that only use the test has a distance between the knowledge acquired with the ability to apply them in the real world learning. Based on the

criticism about the implementation of the pencil and paper test, emerging view is that the assignments given should become more apparent (Gronlund & Wough, 2009:2). Based on the difference in the paradigm, the constructivist states that learning is the construction of knowledge by involving the real-world context and integrated learning. Good learning practices characterized by the students and teachers who share their knowledge (knowledge sharing).

Assessment can not be separated from teaching and learning. In addition, as stated by Sulisty (2015) assessment has an important function in learning activities as feedback provider as the following explanation: In macro assessment function is to provide full information about the level of achievement of learning programs and components that are involved in it. The assessment helps teachers understand the interrelationship between intakes, input, process, output, and outcome in the learning system. On the micro level, if designed carefully, the assessment can serve to provide feedback on student learning outcomes and learning processes of teachers.

Identification and Implementation Issues Authentic Assessment

According to research findings in Vocational High School (Sutadji & Wedi, 2015) that the ability of vocational teachers in implementing authentic assessment, especially its assessment process and the learning outcomes are still low. Results of research Wikko (2014) showed that the ability of vocational teachers in preparing the test items and nontes still low, supported the findings Sudiyanto

(2015) in his research that the supervisory function of school principals and supervision to control the enforceability of Curriculum 2013 particularly authentic assessment in teaching in SMK is not optimal. Specifically, the issues of implementing the assessment can be identified as follows: a) Teachers still focus assessment in learning activities only on the assessment of cognitive aspects; 2) Unavailability of documents in the assessment of portfolio and project; 3) Assessment of the lab is still limited to document the performance assessment of their performance; 4) Teachers are still experiencing difficulties in understanding the concept of assessment; 5) Teachers need a better understanding of concepts, principles, and procedures for assessment of learning, especially of authentic assessment.

Authentic Assessment in Education Implementation

Objective measurement of authentic assessment must not only be directed at the cognitive domain alone. Referring to 21st century learning, authentic assessment covers various domains. Authentic assessment requires students to show (demonstrate) of what the depth of thinking, motivation, and the actions of the various cultural well with the community to respond to the environment outside their comfort. Assess the skills of learning will address the needs of students to think critically, analyze information, explore ideas, communicate ideas, collaborate, and solve problems based on an event or issue seemua the concept presented in the use of authentic assessment (DiMartino, Castaneda, Brownstein, & Miles, 2007:1). The use of authentic assessment will underpin the understanding and application of theory and content in real situations faced by students.

Mueller (2005:1) states that authentic assessment is a form of assessment that assigns students to demonstrate tasks that are real to demonstrate knowledge and skills are meaningful, whereas Rule (2006:2) describes four themes that support learning based authentic assessment. These themes are identified, namely: (a) the activity involves real-world problems (real-world problem) and can be applied in the context of the classroom, (b) the skill thinking metacognition and open-ended inquiry, (c) students use learning scientific and socially in the community, and (d) students can directly elect their learning to suit the task project used. Based on the opinion of various experts in the above it can be concluded that relate to the provision of authentic assessment

tasks that are relevant to the real world with a variety of characteristics that are authentic.

Characteristics of Authentic Assessment

Authentic assessment in contrast to conventional testing. Kohonen (1999:285) compares the characteristics of authentic assessment with conventional testing as shown in Table 1 below.

| No | Conventional testing | Authentic assessment |
|----|---|--|
| 1 | Testing and teaching are two separate activities | Assessment is an integral part of instruction |
| 2 | All students are treated equally | Each student is treated as a unique individual |
| 3 | The decision was based on a set of test scores alone | Various sources of data and information used as a decision-making |
| 4 | Emphasis on student weaknesses: what the students can do | Emphasis on excess students: what students can do |
| 5 | One exam chance | Continuous Assessment |
| 6 | Bias of cultural and socio-economic status | More equitable in terms of culture |
| 7 | Focus on one correct answer | Various possibilities from a variety of perspectives |
| 8 | Decision no improvement suggestions and useful | Information to guide the learning process |
| 9 | Encourage teachers teaching to the test only narrow | The opportunities of teachers to develop a curriculum that is meaningful |
| 10 | Focus on low-level thinking | Stressing the high level thinking |
| 11 | Restriction students to interact with each other/single performance | Opportunities to collaborate |
| 12 | Benchmarking performance among students | Benchmarking performance (long) with a standard |
| 13 | Motivation to learn is extrinsic to get scores | Intrinsic motivation to learn for learning itself |

Authentic assessment is of course has its own characteristics so that it can be distinguished by the assessment were not authentic. Mueller (2005:2) states that there are three things that become characteristic of authentic assessment, namely: (a) authentic assessment is a direct measurement, (b) authentic assessment photographing the natural construction of learning, and (c) of authentic assessment provides many paths to demonstrate learning.

The term authentic in relation to the direct measurement by performing authentic assessment, a teacher can measure the ability of the learning that students with a direct and meaningful way. If

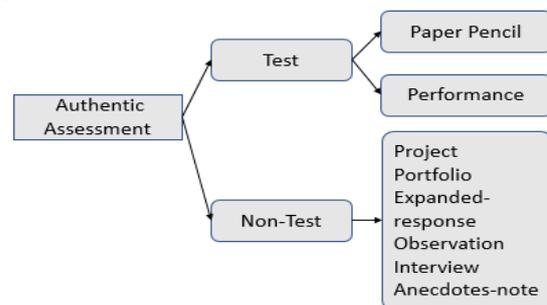
using the test, knowledge can indeed be measured, but the test in the context of conventional testing can not measure the implementation of direct knowledge. Therefore, with the use of authentic assessment, students may be asked to demonstrate accurately thing or knowledge that has been built during the learning. Moreover, students are given the opportunity to be directly involved in building knowledge. This indicates that the task is authentic (authentic tasks) are not only used as a tool or a procedure in the assessment, but the authentic task also plays a part in learning.

The above is in contrast to conventional testing that provides only a slight variation in the way the students to demonstrate their knowledge and abilities acquired. Use of the test is allowing measurement of a domain within the same treatment (standardized) to improve the consistency of such tests, but this does not give a chance to students to determine the way in demonstrating the knowledge and skills acquired. The use of authentic assessment that with proper attention to the criteria can provide an opportunity for students to freely demonstrate what they have learned.

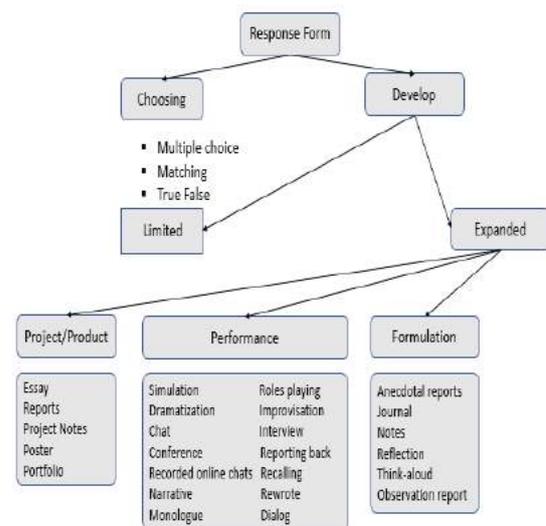
Herrington & Herrington (2006: 147) states that authentic assessment criteria, among others, based on context, students, and a given task. In context, authentic assessment requires at least two things, there is a constancy in terms of assessing the naturally occurring and the relationships between the activities of the world outside the classroom and the learning activities in the classroom. Referring to the criterion relating to the activities of students, authentic assessment requires at least include: problem solving skills and high order thinking skills. Furthermore, the four characteristics of authentic assessment is (a) is consistent with the practice in the classroom, (b) involves various sources of students and involve many methods in the assessment, (c) support the acquisition of knowledge of students, and (d) consider the experience and local culture so that the learning of contextual, Authentic assessment presents data on recovery ability of the learner in an ethical manner.

O'Malley and Pierce (1996:4) states that the example of authentic assessment includes assessment of performance (performance), portfolio and self assessment (self-assessment). Various kinds of assessment is certainly authentic should be classified in accordance with the purpose and context of the assessment. In authentic assessment at least there are a couple of aspects that must exist in the assessment: objectives, reasons for the selection and use of many types of assessment.

Authentic assessment is diverse but which makes it authentic or not authentic by serving their duties relevant to the real conditions experienced by students. The general form of the implementation of authentic assessment can be through the assessment project, portfolio performance, self-assessment and peer assessment. In authentic assessment, there are two things you need to get noticed, the form of authentic assessment and information gathering devices authentic performance (Sulistyo 2015).



Based on the response form students, the scope of the authentic assessment procedure can be broken down as shown in the following figure.



Meanwhile, the information-gathering tool in response to student performance tasks (tasks) is an integral part of authentic assessment. Once the forms of authentic assessment determined and developed, the information gathering tools (rubrics) also needs to be created as needed. The information gathering device in question can take many forms, namely scoring rubrics, checklists, observation sheets, rating scale. Additionally, in another context with a view to the collection of information can also be added to other more complex devices, such as questionnaires, opinion are, semantic differential scale. Selection of the use of these devices need to be aligned with the goals of competence that will be collected. In the implementation of authentic

assessment so procedures are given to students, the information-gathering device immediately enabled for recording student performance.

Authentic Assessment in Curriculum 2013

Assessment must be related to the purpose of learning and in accordance with the approach taken. This leads to approaches in curriculum valuation conducted in 2013 that uses a scientific approach. Reasons for the selection and use of many types of assessment serves to accommodate various domains targeted in the assessment related to the mastery of knowledge and skills of students. Authentic assessment as defined in the standard valuation certainly have some kind include performance assessment, portfolio, and project that reveals the scope of the assessment of competence skills.

Regulation of the Minister of Education and Culture No. 104 of 2014 on the Standard Assessment of Education states that "Assessment authentic an assessment is carried out comprehensively to assess the start of the input (input), process, and outcomes (outputs) of learning." In accordance with this, at least there is a skill competencies that assess the performance of students to demonstrate the specific competence using various tests is performance assessment, portfolio assessment, and assessment of the project. The test requires assessment practices that lead to a specific competence to be demonstrated.

Assessment of the project is more directed to activities that in writing present the design, implementation, and reporting the results of learning tasks. Assessment of the portfolio is an assessment done by assessing the entire collection or works of students in certain fields of reflective-integrative within a certain time. The work in the portfolio can be a real student activities are concerned with the environment.

Overall as set forth in claim Curriculum 2013, the assessment instrument must meet the following three requirements. First, the substance of the assessment shall represent competencies assessed. Second, the construction of the assessment shall meet the technical requirements in accordance with the form of assessment used. Third, the use of language that is good and right and in accordance with students development. All three of these conditions must be included in the construction of the instrument was built. Construction of the instrument must be followed by implementation or execution of continuous assessment in accordance with Regulation of the Minister of Education and

Culture No. 104 of 2014 on Standards for Educational Assessment states that "authentic assessment performed by teachers on an ongoing basis."

Table 2. Curriculum Assessment System in 2013

| Type of Assessment | Performers | Time |
|---|--|---|
| authentic assessment | Teacher | Sustainable |
| self-assessments | Student | Before the daily tests |
| project appraisal | Teacher | End of a chapter or lesson theme |
| Daily tests (may take the form of assignment) | Teacher | Integrated with the instructional process |
| Middle Deuteronomy and the Final Master | Teacher (under coordination of Education unit) | Semester |
| Competency Level Examination | Schools (grating of the Government) | Each level of competency that does not coincide with the National Examination |
| Quality Competency Level | Government (by survey) Pemerintah (dengan metode survei) | The end of each level of competence |
| Exam Schools (in accordance with regulations) | Exam Schools (in accordance with regulations) | Final school level |
| Final school level National Exam as Competency Level Examination at the end of the educational unit level | The government (in accordance with regulations) | Final school level |

Performance Assessment

Definition of Performance Assessment

Wren (2009:2) and Oberg (2009:2) describes that the assessment of performance (performance assessment) can be defined as a means or method for assessing the knowledge, concepts and skills by requiring students to perform assigned to simulate real conditions in the application of knowledge, concepts or specific skills. Assessment of the

performance of a direct measurement that can access good indicator of cognitive, affective or psychomotor. It is intended that the implementation of the performance assessment of a teacher is able to collect data related to cognitive ability in line with social skills or attitude while doing the experiment, measurement, collaboration or presentation. Implementation of performance assessment allows teachers to collect data related mental behavior when the workmanship is not obtained with the test.

Performance assessment requires a real student activities in accordance with task performance. Task performance as a structured situation requires students to present information specific knowledge based stimulus standardized. The standard can be applied through product or process in carrying out the task. It can be concluded that the assessment of the performance is a collection of task performance.

Tasks which are intended to provide performance assessment of measurement is more direct than just do a multiple choice test. Used to assess the performance assessment of deep thinking. Therefore, the performance assessment more meaningful and deeper than traditional assessment because it can measure certain skills such as critical thinking.

Characteristics of Performance Assessment

Characteristics of performance assessment is certainly different from other forms of authentic assessment. Characteristics of performance assessment by O'Malley and Pierce (1996:4), namely: (a) involving the student response, (b) the involvement of Higher Order Thinking Skills, (c) is authentic, (d) and integrated, (e) includes the processes and products, and (f) has a depth in terms of the presentation of the data.

Measure used to describe the performance assessment, there are three stages: defining objectives, selecting activities and develop criteria. Goal setting is the first step in the engagement of the domain to be assessed. Stages initial determination emphasizes the determination of the focus of the concept or principle implemented or even problems that must be solved. The next stage is going through the stages of determining the situation execution performance. Grondlund & Wough (2009: 152) describes, among others, there are some situations determination tests conducted, among others, such as structured performance test, simulation tests, and pick-test work. Determination of the implementation situation also consider the complexity of the tasks

assigned as well as various environmental learning activities so that a step is also noteworthy.

One final stages of determining the criteria that will be used to measure the level of achievement. In order to increase the effectiveness of performance assessment, to note a few things, among others: (a) the relationship between duty assessment with what is taught, (b) dissemination of determining the criteria of assessment to students, and (c) give hope to students for assessment with respect to the performance done.

Performance assessment be authentic assessment if the following five conditions are fulfilled. The first condition, which is a significant task for teachers or students. Significance of this is closely related to the term contextual, ie students conduct meaningful context. The second criterion is the task can be designed by the students. Students could have the task of designing the direction of the teacher in order to remain in accordance with the desired learning objectives. The third criterion is the task of making students do activities put context, analyze information and draw conclusions. The fourth criterion is the task requires students to communicate clearly and fifth task of getting students to work together in solving a problem. To the five above-mentioned conditions that make assessment of performance as authentic assessment embodied in the scientific approach.

Performance assessment can be more authentic if they meet the prerequisite or authentic following criteria: (a) involving students and teachers were significantly; (B) involves a high degree of mindset in the task designed; (C) presents the sistematic stage, observe, ask, associate, try and communicate; (D) the involvement of the various activities in an integrated and comprehensive; and (e) have depth at each stage of performance is done in accordance with the actual context.

Assessment Portfolio

Definition of Portfolio Assessment

In general, the portfolio (portfolio) is a collection of some of the documents comprising the object of assessment is intended to document and assess the development process. However, not every document is a portfolio. Portfolio as a collection of samples of students' work requires the collection process is done in a certain period. Therefore, the importance of the process portfolio. Also, the portfolio should be more than a collection of exam results, journal entries, homework or other performance products; however, the portfolio process is implemented are also important.

Appropriate stages required in assessing the portfolio throughout the learning process. Stages in the assessment of the portfolio has at least five stages, namely: (a) the collection of learning outcomes, (b) reflecting on learning, (c) assessment

of data, (d) the process of maintaining data, and (e) the determination of the decision. From the notion expressed by some experts, it can be concluded that the assessment is an assessment portfolio which aims to measure the development of a specific process through a collection of various documents related to students' learning process and results in a certain period of time as part of a specific competency mastery.

Characteristics of Portfolio Assessment

According to McMillan (2009:269) assessment of the portfolio demanded, among others, the definition of clear goals, collecting the student outcomes in a systematic way, involving self-reflection and assessment of the student, there is clear documentation in knowing the progress of specific products produced by the students, and clear criteria and disseminated to students.

In general, there is a great misconception that the portfolio is limited only requires students to collect duties. Once the assignment is given and students are working, and then collect the performance of their duties. There are some who argue that a series of such events is seen as a portfolio. Lucas (2007: 24) states that the development of a portfolio of at least requires the following four criteria: collection (collection), election (selection), reflection (reflection), and presentation (projection). The collection is the stage in which students collect all the student's work during a certain period of time. The next stage is the students are required to be able to select the works which are the most optimal to be the contents of the portfolio. The third stage is carried reflection ought to the students make a reflection of his work for a certain period of time by writing a short essay. The last stage is the presentation of which is the part that allows students to make a determination of the final result (judgment) after evaluating the results of his work by means of collaboration or discussion.

Some characteristics of the portfolio include identifications of learning outcomes, focus on the learning experience, unbiased sample of work for a certain period, contains a variety of jobs and rated friends, teachers and even parents. In portfolio assessment role of parents is to know the progress of their children. Related to the role of parents, Moore (2014: 260) reveals that the way in which students are asked to split their portfolios to their parents, then the parents will write a response related to the content or the content of his portfolio.

Portfolio at least meet some of the criteria assessed within a certain time. During this

period reflect a period in the range of a given task. Criteria include: (a) provide assessments more realistic, (b) invites students to assess progress in relation to self-reflection, (c) allows assessment by various methods, (d) allows students to expose their work, (e) and allow students in a way that is as comfortable as possible to assess their own learning. Things can be indicated from the portfolio assessment is that it is possible the student reflection, evaluation, and designing of learning objectives in the future by choosing a particular sample for inclusion in the portfolio. Kunandar (2014: 298) states several advantages for Shiva in the use of the portfolio, that motivate students to learn, cultivate pride, a sense of belonging, and foster self-confidence. This also occurs because students can find out more about the mastery of himself against a competence so that more emphasis on the portfolio-based assessment of authentic assessment.

The most important thing in the assessment portfolio is the portfolio contains a wide range of works within a certain time. In addition, the portfolio assessment at least allow students to maintain the data obtained during the process, providing the flexibility to perform tasks like students to be authentic and assess the conduct himself with his portfolio presentation to determine the direction of reflection and evaluation of the students' learning process.

C. Assessment Project

Definition of Project Assessment

Assessment associated with the project assessment carried out to complete a task within a certain time. This is supported by the opinion of Harsiati (2013: 26) that "the assessment of the project is an assessment of the specific task within the stipulated time." The task in form of the investigation since the planning, data collection, processing and presentation of data. Definition of project assessment is in line with the opinion of Dikli (2003: 15) states that the project can be carried out either by individuals or groups that can be associated with it to be authentic as the relationship between the concept of the experience gained in learning. Assessment of the project is the "assessment of the ability to apply knowledge in planning, organizing investigations, collaboration, identify, collect information and communicate." Assessment of the project allows each student to be able to carry out the scientific process in the completion of certain tasks. It is none other than due to the steps of the project activity the student is required to collect data, process, designing, producing work, and communicate the results to the other students.

From the opinions above it can be seen that the assessment of the project is an assessment that is

performed to complete a task in a certain period of time associated with the application of a particular stage. The stage is the form of the ability to apply knowledge in planning, organizing investigations, collaboration, identify, collect information and communicate.

Characteristics of Project Assessment

Assessment of the project can be used to determine the relationship between the knowledge acquired by the ability of the application of the theory in problems that are authentic and contextual. Consideration of the assessment of projects such as the ability in terms of management, relevance and originality of students' work. The ability of management is defined as the ability to pick topics and manage the appropriate information in the data collection and report writing. Relevance is closely related to consideration of the appropriate knowledge and skills in understanding learning. The authenticity involves consideration of the work of the students themselves are supported by the contribution of teachers.

Haryati (2008: 52) states that in assessing the project an assessor needs to consider the planning stage to the final stage, namely the report. These stages must be given its own criteria that met the criteria of authentic assessment. The instruments can be an instrument developed checklist form, a graduated scale (rating scale), or rubric. Assessment of the project need to pay attention to authenticity, kerelevansian, and management capabilities. The ability to be presented in a coherent stages ranging from the stage of planning, execution, and reporting the results of the work done.

D. Development and Management of Authentic Assessment in Education at Vocational High School

Authentic assessment can be viewed as a theory or design. As a theory, authentic assessment discusses a variety of standard procedures which can be developed to achieve a specific learning goals. Inside covered include principles on each of the standard procedures. As the design, authentic assessment is an integral part of teaching. This means fused with the authentic assessment of learning activities. Designing authentic assessment thus merges with designing learning activities. Authentic assessment as the design needs to comply with the standards to be achieved in the development process. Given the authentic assessment has several forms and can be developed using a variety of methods and data collection

techniques, this means that there are various forms of selection of authentic assessment to achieve the set learning standards.

The next step is to develop relevant indicators of achievement. Based on these indicators further tasks or activities designed authentic (authentic tasks) that are relevant to these indicators in the corridor form appropriate assessment. Authentic tasks or activities (authentic tasks) that can be contained in the sheets (sheets) which also contains instructions of task-completion guides.

Based on the above principles, each task at vocational high school has a different way of settlement, as well as turnaround time. In addition, the need to develop a rubric to collect data or information that is relevant to the student competence shown by their performance in responding to authentic tasks that are handed to them. Thus, up to this stage are at least two important tools (tools) that have been developed, which is task-completion guides and rubrics for various forms of authentic assessment. Broadly speaking, examples of learning objectives, assessment types, and weights and measures are presented in table 3 below.

Table 3. Examples of learning objectives, Type Assessment and Measurement Method

| No | Learning Objectives | Type of Evaluation | Measurement Method |
|----|---|---|---|
| 1. | Remembering (C1) (Recalling) Students are able to: • Given • Recognize | An objective test that can be used: • Fill/ complement the blanks • multiple-choice items • Provide a label on the diagram | • accuracy, the number of correct and incorrect amount • Analysis of grain |
| 2. | Understanding (C2) (Understand) Students are able to: • Interpret • Give an example • Classifying • Summarize • Make conclusions • Comparing • Explaining | Ppper, final test, oral / w written questions, the class discussion: • Make an overview of • Making the film, comparing two or more theories • Create a category • Identify | Making the score, the rubric of student performance, which can be identified, can make the difference between a variety of different skill levels |
| 3. | Applying (C3) (Apply) Students are able to: • Running • Use • Implement | Activities that require students' skill in using and establish procedures in the performance lab reports, make prototypes, and simulations | • Accuracy score • Checklist • Sections |
| 4. | Analyzing (C4) (Analyze) Students are able to: • Distinguish • Organizing | Create activity attributes that require the student's ability to make discrimination, | • Rubrics, a score composed by teachers, judges, supervisors, etc. Rubrik, skor |

| | | | |
|-------------------------------|--|--|---|
| | | select the facts that are relevant from the irrelevant, define the elements, provide value, make a criticism, debate, project | disusun oleh guru, juri, supervisor, dll |
| 5. Evaluating (C5) (Evaluate) | Students are able to: | Activities that require skills students in the test, monitor, make judgments, or criticism of readings, performance, products based on specific criteria | • Rubrics, score composed by teachers, judges, supervisors, etc. |
| | • Checked • Criticize • Decide on | | |
| 6. Creating (C6) (Create) | Students are able to: | Projects, research, music composition, performance, essay, business planning, designing situ (website), make a prototype, stringing design | • Sections, score composed by teachers, judges, supervisors, etc. (Menciptakan) |
| | • Create, generate • Designing, planning • Discovering, generating | | |

(Source: Majid, A., 2013. The Authentic Assessment: Process and Learning Outcomes)

CONCLUSIONS

Selection of the authentic assessment type within a learning activity can be considered as the arts (arts), namely in terms of integrating various forms of authentic assessment to complete the achievement of learning objectives in a subject. This artistry will appear on the creativity of teachers when developing various forms of authentic assessment in order to achieve learning objectives.

Therefore, based on the exposure and the above problems can be concluded that in education, vocational education is no exception in Vocational High School: a) Teachers should be given the insight that the focus of assessment in learning activities should include cognitive, affective, and skills; b) Teachers need to be trained to develop the document in performance assessment, portfolios and projects, particularly in vocational; c) Assessment practicum in vocational preferably includes various types and forms of assessment, cognitive, affective, and psychomotor; d) Teachers need to be given an understanding of concepts, principles, and the assessment procedure and the process of learning outcomes, particularly the authentic assessment; e) The need for emphasis in the learning paradigm that assessment is not just assessment of learning, but rather the assessment for learning; f) Determination of minimum completeness criteria (KKM) that have tended imposed, should be supported by appropriate standards prerequisites so that teachers can carry out an objective evaluation;

g) Description of competence need to be clarified and detailed so that development can be made more clear assessment. Likewise, teachers need to master adequately the determination and use of verbs operations required in drafting a series of assessment; and h) Teachers need to be given examples of planning, implementation, and data processing as well as the assessment report, particularly the authentic assessment. Their practical application assessment program will help teachers in conducting assessments.

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THE STRATEGY OF VOCATIONAL TEACHERS' SUPERVISION BY MAARIF NU EDUCATION INSTITUTION

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ABSTRACT

Education Institution of Maarif NU is the departmentation of Nahdlatul Ulama that has the function of running on the education sector through the implementation of policy, management, and development of the unit of primary and secondary education in the environment of Jam'iyah Nahdlatul Ulama. Along with the mission of Nahdlatul Ulama as a islamic religious organization of Ahlussunnah Waljamaah that has a vision "Rahmatan Lil 'Alamin", Education Institution of Maarif NU is committed to develop independent, quality, and professional education. One of the efforts that carried out by Education Institution of Maarif NU is teachers' supervision considering the strategic role held by the teachers to improve the quality of educational unit and competence of graduates. Vocational High School (SMK) has unique characteristics as a school that prepares graduates in business and industry intermediate level, therefore the presence of professional teachers is very important. A professional vocational high school teacher has powerful influence in producing graduates' intelligent, character, and skills to face the real world. This study aims at clarifying the focus, approach, and implementation of teachers' supervision conducted by Education Institution of Ma'arif NU Lamongan on the teachers of Vocational High School (SMK) in Lamongan. The design of this study used a qualitative approach which multisite on SMK NU 1 Karanggeneng Lamongan and SMK Sunan Drajad Paciran Lamongan, East Java. The research data collection is conducted through observation and interviews to the chairman of Education Institution of Maarif NU Lamongan, school headmaster, and teachers. The results showed that: (1) The focus of Vocational Teachers' Supervision conducted by Education Institution of Ma'arif NU Lamongan is sequentially emphasis on improving the mastery of competencies personality, pedagogical, social, and professional of vocational teachers; (2) The teachers' supervision approach is conducted through group of principals forum (MKKS), a direct approach to the teacher concerned, and facilitating networking with the world business and industry; (3) The implementation of the teachers' supervision is conducted through workshop, work meetings, the teachers forum (MGMPs), clinical supervision.

Keywords: *supervision, education institution of ma'arif nu, vocational teachers*

The Professional teacher has the primary task of educating, teaching, training, guiding, evaluating and assessing the students' achievement as a form of service and dedication to the teaching profession. Referring to UU RI number 14 of 2005 about teachers and lecturers that the professionalism of teachers is determined by the fulfillment of the four competencies required of the teachers, they are: pedagogical, professional, personality, and social competence. Pedagogical competence is indicated by the ability of the teachers to use teaching methods and techniques appropriate to the scientific field and the characteristics of learners so that the learning process can be run by a dynamic, effective, and efficient. Scientific competence of teachers is also called professional competence related to the depth mastery of science. Competence personality is indicated by the ability of the teachers to show the charismatic self-prominent, good character, exemplary, and personal fun for learners. While social competence is indicated by the ability of teachers to interact with colleagues, students, parents, and community.

Nowadays, the development of science and technology gives the impact on education

development, where professional teachers are also required to improve their competence dynamically. Mantja (2002) states that the increasing of the competence not only aimed at cognitive, affective, and psychomotor, but more important is the willingness themselves to increase the feasibility of competence. Sergiovanni (in Mantja, 2002) states that the teachers are expected to put their knowledge to work to demonstrate they can do the job. Finally, professionals are expected to engage in a life-long commitment to self-improvement. Self improvement is the will-grow competency area. Sergiovanni's suggestion is to give directions and instructions that the teacher professionalism is indicated on the teacher certification, constantly keeping commitments, and carried out the improving of the teacher's competence.

The definition of a professional teacher refers to the views of experts, they are: Glickman (1981) emphasized the professional teacher is characterized by the ability of abstraction and the level of commitment in carrying out the task of education. Wiyono (2014) notes some of the characteristics of the professional teachers, namely (1) the expert in carrying out duties as a teacher (expert), (2) have a sense of responsibility in doing duty (responsibility), (3) have the independence

(autonomy), (4) always trying to develop themselves (professional growth), and (5) adhere to an ethics professorship code and became part and uphold the organization professorship. Thus implemented on the teachers' professional skills, responsibility, self-reliance, self-development, and faithful in the task.

Ash'ari, (2014) focuses on five competences of human resources education, namely: innovation, outstanding service, outstanding quality, special skills, and productivity. The ability of innovation to produce innovative works in the learning process, either in the form of curriculum development, media, and methods of learning that allows the students to learn. The satisfactory service with related to how educational institutions provide the level of satisfaction to the users. Outstanding quality or the quality of expert teachers or educators is the professional competence constantly improved and developed. Special skills possessed by the human resources of education related to the ability of educators to understand and develop learners. While productivity is the ability of the teachers to produce the quality of graduates competence.

Bafadal (2009) states that the improvement of the professional teacher is an effort to help the immature to mature, professional yet become professional, given the maturity of self-management and the fulfillment of qualifications is the characteristic of professionalism. It takes the teachers' supervision to improve the ability of the teachers and fill the expectations of the quality of education services. General Directorate of Education Quality Improvement and Education Personnel in the guidelines of professional development of sustainable PKB (2010), give the directions of supervision and development of teachers, as follows: 1) Facilitating the teachers to reach the standards of professional competence that has been set, 2) Facilitating the teachers to update the competencies that they have with the demands of the future related to the profession, 3) Motivating the teachers to remain commitment carrying out their duties and functions as the professional staff, 4) Appreciating the image, dignity, dignity of the teaching profession, respect and pride to the people with the teaching profession.

Danim (2003), to perform the duties as a professional teacher effectively and efficiently, teachers have to be able to have a specific competence as an existing rule. In Indonesia has been established ten competencies that must be had by the teachers as an instructional leader,

they are: 1) able to has the ideal personality as a teacher, 2) acquisition of educational foundation, 3) able to master the teaching materials, 4) able to prepare teaching program, 5) able to implement teaching program, 6) able to assess the results and the learning process, 7) able to organize the mentoring program, 8) able to make the administration of the school, 9) able to work together with their colleagues and the public, 10) able to organize simple research for the teaching purposes.

The issue of the presence of professional teachers are faced with the lack of pedagogical competence of teachers, patterns and teaching methods that are rich in variety, creativity, and innovative yet equally owned by the teacher. The experience in implementing PKG that conducted by the superintendent of education in Lamongan district delivered to the writer that teaching and learning process conducted by teachers still uses explanation and giving question and answer, the poor of using methods and learning media. Some teachers have been actively using a variety of teaching methods and interactive media, but most of them are not familiar with various methods, instructional media, and the use of information technology in the learning process.

The supervision of the professional teachers constrained in overlapping policies, not synchronous implementation of sustainable professional development (PKB) and the assessment of the teachers' performance (PKG) between the education department, supervisors, and school. The implementation of PKG seems to be a routine activity that conducted by the supervisors who does not have the concept of comprehensive, PKG impressed as the activities of unscrupulous ceremony that conducted by the supervisor education department to the teacher after receiving TPP. The teachers' supervision that conducted by the district superintendent of education and the province superintendent of education has not been systematic scheduled. On the other hand the principal does not have a strong influence on teachers in the implementation of PKB/PKG as asked by existing legislation.

In overcoming the various problems of the aspects of teacher professionalism requirements, it is necessary to conduct the teachers' supervision continuity. Surya (2005) recommends that the terms must be implemented in order to reposition the professorship became professional positions as follows: (1) the government should have a willing and political commitment to put the teacher's position in the overall national education and give appreciation in accordance with their rights and dignity. Revising of various statutory regulations and laws relating to the education in order to more related to the growing demands. In this

arrangement can be repaired the existing legislation and produce new products including a special law about teachers. (2) Creating a management system of teachers and other education personnel in an institution that has particularly national authorities are systematically integrated, synergistic and symbiotic. All aspects of the teachers' management that include recruitment, training, placement, training, and development under one single management system that is professionally and proportionally. (3) Improvement of the education system and teachers' supervision more functional to ensure the best quality of professional teachers and other education personnel. Referring to the position and role, teachers need the professional and personal competence to be able to carry out the educational process fundamentally. Therefore, education and the teachers' training should be more oriented to the establishment and empowerment of professional teacher's personality, environment educational life, the dynamics of high adaptability, dedication to the development of education, etc. (4) Development of the system of remuneration (salaries and allowances) for the teachers in a fair, economically viable, and has appeal in a way that stimulates the teachers perform their duties with dedication and satisfaction physically and spiritually.

Education Institution of Maarif NU is the departmentation of Jam'iyah Nahdlatul Ulama that has the function of running on the field of education and teaching. It has the duties on organizing, supervision, and develop the unit of educational in the environment of Nahdlatul Ulama. The document of Regional Leadership Institution of Maarif NU East Java states that the education in the environmental of Nahdlatul Ulama carried out through elementary and secondary education units established by Education Institution of Ma'arif NU or Jam'iyah NU. Education Institution of Ma'arif NU serves as the executor program through the organization of business and educational activities at the discretion of Nahdlatul Ulama which include, 1) the establishment, implementation, management, supervision of primary and secondary formal education, 2) supervision of Ahlussunah Waljama'ah in the NU conception, 3) planning, organizing, supervising, coordinating, monitoring and management of education, 4) improving the quality and quantity of teachers, 5) the development of the quality and quantity of educational activities, 6) research and development in the field of primary and secondary education formal, 7) delivering the

critics and suggestion to the executive board of Jam'iyah NU for consideration in setting policy fields of primary and secondary education formal.

The supervision of teachers became one of the institution's missions of Education Institution of Ma'arif NU in realizing the good quality of education and produce competence graduates. Teacher's supervision strategies conducted by the Education Institution of Maarif NU Lamongan has produced sufficient education units can be proud. Especially for secondary vocational schools (SMK) Lamongan has 69 units of SMK that divided to 6 units of the state of SMK, 27 units are supervised by Education Institution of Maarif NU, and the other is supervised by other foundations. This condition proves the success of Education Institution of Maarif NU Lamongan in managing and supervising the unit school of vocational high school (SMK) especially on the teacher's supervision.

This study is to examine the strategy of Education Institution of Maarif NU Lamongan in supervising the vocational teachers. This study emphasizes the focus or orientation of vocational teachers' supervision, the approach used in the supervision and the implementation of vocational teachers' supervision. This study conducts two sites of SMK, 1) SMK Sunan Drajad Paciran Lamongan which has 1.200 students and 108 teachers, and 2) SMK NU 1 Karanggeneng Lamongan with the number of 650 students and 54 teachers. Both of these vocational institutions are superior school in the environment of Education Institution of Maarif NU Lamongan

METHOD

The design of this study used a qualitative approach, as suggested by Bogdan and Taylor in Moleong (2002) that the research that produces descriptive data in the form of words written or spoken of people and behaviors can be observed which is directed at the background and the individual as a whole. The attendance of the researcher as a key instrument to make sense of the phenomenon clearly and portray themselves actively in the whole process of the study. The object of this study used a multi-site study at two vocational schools (SMK) within Nahdlatul Ulama, they are: SMK Sunan Drajad Paciran and SMK NU1 Karanggeneng Lamongan, East Java.

The data collection is carried out by observation, interview, documentation study as suggested by Bogdan and Biklen (1998), Mantja (2008) and Sugiono (2010) that In-depth interviewing, participant observation, and documentation study. Data analysis used componential analysis techniques and themes. The processes include processing, organizing, splitting and synthesis of data and look for patterns,

disclosure the important things, and the final determination as to what is being reported. The researcher conducted as suggested by Nasution (1992) that doing the data reduction, displaying the data, and taking conclusions/verification. Testing the validity of the data is conducted by the researcher by using triangulation of sources and methods.

RESULTS AND DISCUSSION

The strategy of vocational teachers' supervision that conducted by Education Institution of Maarif NU Lamongan is implemented in the context of building a unit of quality education and producing competence graduates. The explanation of assessment for vocational teachers' supervision is started by describing the problems that faced on doing vocational teachers' supervision, both in terms of teachers, school principals, and the subsequent policies, then explaining about the strategy of vocational teachers' supervision that includes: focus on vocational teachers' supervision, approaches of vocational teachers' supervision, and the implementation of vocational teachers' supervision by Education Institution of Maarif NU Lamongan.

The formulation of the problem of vocational teachers' supervision in the environment of Education Institution of Maarif NU Lamongan based on the data obtained, they are: 1) uneven the availability of professional vocational teachers in the entire vocational school, 2) uneven the mastering of professional competence possessed by vocational school teachers, 3) the teachers' supervision that conducted by the superintendent of education is more administrative, 4) unintegrated the model of teachers' supervision by the competent institutions, 5) the lack of supporting on facilities that can motivate the teachers to develop, 6) the lack of facilitation of policy holders in the supervision of vocational teachers, and 7) the lack of implementation of cooperation between SMK with the world of business and industry in improving the teachers' competence. Those obstacles above are carried out by strengthening in four professional competences of teachers by adding the personal competence through giving the values of Ahlussunnah Waljamaah Islamic as the special character of NU. The concept of societal attitudes of Nahdlatul Ulama such as: tasamuh (respected on the differences, tolerance), tawazun (considered, not extreme), tawasuth wal i'tidal (at the center and principled) to guide NU members in doing good character in individual, group, or organization.

The strategy of vocational teachers' supervision conducted by Education Institution of Maarif NU as source of data and the results of the study as follows:

The Focus of Vocational Teachers' Supervision

The supervision of vocational teachers is started by creating the structures in charge of vocational supervising, in which there are the curriculum development, the supervisor, students' affairs, and inter-agency cooperation. Previously, this organizational structure used to be one in high school supervision in which there are senior high school (SMA), islamic senior high school (MA), and vocational high school (SMK) but since 2010 the separation of its own vocational structures for SMK is carried out because SMK has a special character that is different from Madrasah Aliyah and SMA. At the beginning of 2015, the widespread issue is the problem of economic society Asian (MEA), global competition requires competence of national education should be able to compete with the employment, the competence and professionalism of the students is expected. Education Institution of Maarif NU Lamongan considers that to be able to compete in a globalized world is the only one is the development of education itself, in order to achieve it, the teacher should be developed. Focus on the teacher development that conducted by Education Institution of Maarif NU Lamongan is to increase the competence of teachers, sequentially starting from personal competence, professionalism, pedagogical, and social.

Education Institution of Maarif NU Lamongan states that the personal competence of teachers should be the main focus of educational development, given the success of education should start from the teacher's personality. The data findings shows that the act and behave of the teachers of Maarif NU are reflected on attitudes and behavior in accordance with the norms of religious, social, and cultural. Teachers also lead habituation learning by example, discipline, and the ability to cooperate in developing learners. High public confidence in the schools run by NU Maarif, especially on the two sites the study signifies the success of teachers in order to convince the public that the school fostered a superior school that produces graduates are competent.

The priority of the supervision of the teacher's personality of Maarif NU can also be seen from the conditioning and discipline of teachers in the school, attend 30 minutes before entering the class for greeting the students, reading prayer together, doing habituation praying Duha, doing Dhuhur congregation, and performing Istighosah as the ritual at once a week. The activities of non-material of the religious rites performed by students under

the guidance of teachers regularly and planned, sometimes the teachers play role as leaders and sometimes the teachers facilitate the students to lead their friends. This activity can give the confidence to the teachers to always present themselves as persons that are responsible, confident, honest, and be a role model for their students.

The main indicator that shows the supervision of the teacher's personality competence by Education Institution of Maarif NU can also be seen on the commitment of the institutions that require the noble personality of students as a graduation requirement on school final exam under environment of Education Institution of Maarif NU. The students' graduation requirements that have the noble personality of course can only be gained from the noble personality of teachers, and teachers who gained noble personality of supervisor who is also a noble personality. This condition affects belief of businesses and industries in the industrial city (Gresik, Surabaya, Sidoarjo and Pasuruan in East Java) that gives appreciation to the graduates of Education Institution of Maarif NU to be recruited as an employee exceeds a graduate of other organizations given a general graduate of Education Institution of Ma'arif NU that has personality and work ethic that can be relied upon.

The next focus of the vocational teachers' supervision is a depth of knowledge and pedagogical competence which constantly need to be updated. The teachers of Education Institution of Maarif NU are included in various training, education, workshops, seminars, and scientific meetings to be able to improve their professional competence and pedagogic simultaneously. Maarif NU educational institution independently organizes the teachers training continued with the establishment of subject teachers (MGMPs) to be facilitated and conducted the supervision, both in material development, variations in the learning and assessment techniques. Through MGMPs Maarif NU facilitates the teachers to grow closer to the world of business and industry to collaborate in the development of materials, teaching materials, methods, and lab for teachers and students. The next facilitation was given authority to the teachers joined in the establishment of subject teachers (MGMPs) to make the text questions of national exam for the students Maarif NU schools in Lamongan, East Java. In MGMPs forum, the teachers can exchange information and enrichment subjects under the coordination of mentor or senior teachers. MGMPs forum is guided by a senior teacher to discuss new idea related to subjects,

discussion, problem solving, produce work of teachers, syllabus and the lesson plan (RPP).

Indicators gives priority to personal competence in the development of vocational teachers associated with increased professionalism and pedagogic competence can be seen in the commitment of Education Institution of Maarif NU to conduct the curriculum 2013 (K-13) training as a consequence of government policies that applies K-13 as the improvement of the School Based Competence (KTSP). The material that presented is focused on the changing content standards, process standards, graduation competence standards, and standard assessment of the eight standards of management education as stated on the government regulation No. 19, 2015. K-13 training involves all of the teachers in accordance with the respective field of study and given the long duration load fairly high learning and involves Maarif NU educational institution's partners both from public and private competent. K-13 training that conducted by education institution of Maarif NU is independent and also complementary training seminar was conducted by the government's emphasis on internalizing the values and teaching of Islam ahlussunnah waljamaah in the concept and implementation of the school curriculum.

Social competence means that the teacher's ability to communicate, cooperate, and have a delightful personal facilitated by the Institute Education of Maarif NU by encouraging teachers to be active in socio-religious organization of Nahdlatul Ulama. NU has a variety departmentation that can serve as a channel the spirit of struggle of teachers in accordance with science, talents, and interests of teachers, such as: NU Health Institute, Institute of Agriculture NU, NU Economic Institute, and was active in scientific discussions and social events. The teachers of Maarif NU are also required to active in the movement of social organizations, both within and outside the Nahdlatul Ulama. The implications of this activity is the creation of Maarif NU teachers who have a view and objective and non-discriminatory measures because of race, religion, physical condition, family background, and socioeconomic status.

Approach of Vocational Teachers' Supervision

Based on the data can be explained about the vocational teachers' supervision approach onducted by the Education Institution of Maarif NU Lamongan is structural approach by establishing a principals forum (Musyawarah Kerja Kepala Sekolah-MKKS). Through MKKS, vocational teachers' supervision programs can be continued, starting with the school principal workshop to arrange the guidance of teachers and divide tasks, some supervision duties carried out by the

principal, while there are also tasks that directly implemented by the Education Institution of Maarif NU Lamongan. Indicators of approach that directly carried out to the teachers is the implementation of clinical supervision conducted by the supervisors of Maarif NU. This clinical supervision's models starting from consulting each individual teacher to the supervisor followed by classroom observation, and back on the situation of individual consultation.

The next approach is facilitating communication and opening cooperation of teachers with business, industry, and experts in their field. Facilitating cooperation is done in two ways, through principals and the establishment of subject teachers (MGMPs). Model of cooperation with the business world in the form of sharing and visiting the business location to business premises in order to bring the atmosphere of the work, foster the entrepreneurial spirit, and ability to perform forecasting business that will be developed in schools through production units and services that are owned by Vocational High School (SMK). For cooperation with specialists or experts, Education Institution of Maarif NU facilitates the experts' attendance to assign at schools within a certain time in order to supervise the teachers and motivate the teachers to develop.

Referring to the data findings, the approach of supervision that carried out by the Education Institution of Maarif NU Lamongan is a model of clinical supervision with a collaborative approach. Interaction that conducted by the supervisor to the teacher who supervised is not only regarding to the content and teaching methods, but also talking about the achievement of motivation, personality of the teachers of Maarif NU that reliable, and how the teacher's role in helping promote the school institution. The discussion that related to the obsession to build the school through the role and function of professional teachers becomes a serious topics that discussed by supervisors and teachers in the implementation of teachers's supervision in the two study sites.

The Implementation of Vocational Teachers' Supervision

Indicators of implementation of vocational teachers' supervisor that conducted by the Education Institution of Maarif NU could be argued, among others: firstly is through working meeting of the head of vocational schools, conducted at the beginning of the school year, the material that discussed is not only related to the supervision of teachers but

more broadly talked about the work program of Maarif NU, include: organizational structure, coordination of programs, job description, curriculum, and students' activities. The implementation of the working meeting of school principals started by giving an insight into education delivered by invited experts, from the government, education authorities, supervisor, education professionals, business agent, and academia. The material that discussed is adapted to the urgency of the issue at the time, was intended as a discussion forum as well as workshops and provision of school principals in educational management. The role of the principal is very strategic for Maarif NU in supervising the teachers, remembered that the quantity of Maarif NU is not able to implement guidance teachers directly and thoroughly.

Based on the existing data, variety of training organized by Education Institution of Maarif NU as part of vocational teachers' supervisor strategy. Training of the implementation of curriculum 2013 is the most widely training that held by Education Institution of Maarif NU aimed at providing insight and analyzing based on the content areas of study for teachers in the implementation of the new curriculum. This activity is influenced by the improvement of the curriculum policies implemented by the government, therefore Education Institution of Maarif NU prepares its own regulations to regulate vocational development strategy. One of the efforts is by sending the teachers for accompanying the training of the implementation of curriculum 2013 but since the providers of training in the Institute for Education Quality Assurance (LPMP) was not optimal and just based on the quota of their respective offices on district/city, then not many vocational teachers of Maarif NU who have the opportunity, therefore Maarif NU creates its own design training curriculum 2013 in accordance with the program of study.

Another part of the training process is carried out the learning assessment workshop, where the teachers of Maarif NU are trained about the material of learning assessment as expected by the policy on the implementation of curriculum 2013. The assessment design of curriculum 2013 that applied in accordance with the need of the evaluation, then Education Institution of Maarif NU conducts the training of arrangement the questions of test of curriculum K-13 for each subjects. Making the questions of test will become the material of final exam of Maarif NU. Education Institution of Maarif NU held a national final examination special for students of Maarif NU school where the subjects tested almost the same subjects at the national examinations, as well as louver (kisi-kisi), the difference in religious

subjects which reflects the characteristics of education of Maarif NU. On the other hand, there is learning assessment or examination that organized by schools, almost all the texts that tested in vocational high school (SMK) is derived from teachers of Maarif NU. The teachers proposed a text from teacher training courses, such as automotive studies program, then in all automotive courses create and prepare a script for the entire vocational evaluation. It means that there are subjects that are special about the traits of Maarif NU, nasional subjects, and the subjects of the study program. National subjects and subjects about the traits of Maarif NU also created a script to be tested. The implementation of the training indicates the enactment of vocational teachers' supervision conducted by the Education Institution of Maarif NU.

Indicators of the teachers' supervisor can be known by the establishment of subject teachers (MGMPs) and facilitated by Education Institution of Maarif NU. The findings shows that there is a group of "greenschool" refers to the green flag of NU in the organization pluralism teachers that joined in the MGMPs district. As like the group within the organization are also present in the community working deliberation of principals (MKKS) where the principals of Maarif NU group calling itself by named "greenschool". This group aims to further relations and coordination with the Education Institution of Maarif NU, resulting in the execution of meetings MGMPs is done by specifically teachers of Maarif NU and sometime it is done by all of the vocational teachers in Lamongan, both Maarif NU, public schools, and the schools from other foundations.

The implementation of MGMPs greenschool (the teachers of Maarif NU) have become a media for the teachers' supervision in the terms of educational information and new developments, both on the teaching materials, teaching methods, or policies. Through MGMPs, the teachers of Maarif NU are able to share knowledge, demonstrate new teaching methods, and invite the experts to add knowledge, and develop assessment methods in accordance with the characteristics of learners. The data showed that the presence of the teachers of MGMPs Maarif NU has contributed significantly in the speed of coordination between schools, equal quality of learning, and arrange the questions for the exams in the Maarif NU. The implementation MGMPs meeting is not same between one subject with another subjects, depending on the chairman of MGMPs as a driving force. The subjects of mathematics, multimedia productive, career

guidance teacher (BK) classified as the active meeting at twice a month, while for other subjects fluctuated within three months, and even there is MGMPs that the meetings at once on a semester.

The implementation of clinical supervision that directly carried out by the supervisors of Maarif NU was very minimum, remembered at the limitations of power which is not comparable with the number of vocational school teachers. The strategy that implemented by Maarif NU is by conducting the quotation test at SMK by randomly, beginning by contacting the school principal to arrange the supervisor's attendance at the school to be attended in order to supervise the vocational school teachers. The priority of the implementation of clinical supervision is a teacher of religious studies, in order to ensure the implementation of learning in accordance with the curriculum of religious subjects that applied by Education Institution of Maarif NU. Then, the study as a hallmark of vocational productive, to ensure that the learning subjects have been implemented effectively productive. This supervision occurred the sharing ideas and concepts, where the teachers receive guidance and feedback and the supervisor also received data and feedback from the teachers to make the policy of Education Institution of Maarif NU.

CONCLUSION

The strategy of vocational teachers' supervision conducted by Education Institution of Maarif NU Lamongan started from the problems of supervision, both on the teachers' internal factors and external factors, such as: the problems of supervision policy, the low of the professional competence of teachers and a necessary of the teachers' development in entering the global competition. The results of the study on the strategy of vocational teacher's supervision conducted by Education Institution of Maarif NU Lamongan showed that the purpose of the implementation of the vocational teachers' supervision is to improve the professional competence in synergy and sustainable. Several efforts are conducted through: 1) The focus of the vocational teachers' supervision conducted by Education Institution of Maarif NU is sequentially emphasis on improving mastery of competencies personality, pedagogical, social, professionalism of the vocational school teachers; 2) The approach of vocational teachers' supervision is carried out by conducting the principals forum (MKKS), a direct approach to the teacher concerned, and facilitating networking with business and industry; 3) The implementation of vocational teachers' supervision through training, work meetings, the teachers forum (MGMP), and clinical supervision. The suggestions that are given to Education Institution of Maarif NU are to

further enhance the supervision of the vocational teachers to the teachers directly to give the greater beneficial effects on improving teacher competences in a systematic and measurable. To the teachers who supervised are expected to enhance the professional competence individually in order to be personally competent and independent.

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PROFESSIONALIZATION TEACHER AND IMPLEMENTATION DEVELOPMENT OF CURRICULUM EDUCATION

Ni Ketut Sulastris; Sanasintani
STAKN Kalimantan Tengah Palangkaraya

ABSTRACT

This article discusses the professionalism of teachers in implementing the curriculum of Education and teachers can explore the possibility of simplifying the time of the learning process. The professionalism of teachers has been developed based on relevant theory, and the initial implementation in education today is an application of future teachers. Implementation of the development of educational curriculum was developed based on the four steps in the cycle of professionalism of teachers, namely: Pedagogical Competence, Competence Personality, Professional Competence, Social Competence. This preliminary study is intended to determine the feasibility, practicality and workability of teachers to be applied in the educational setting. Based on the initial findings and the final findings will be formed based on the regular practice of the school. This teacher professionalism will contribute to beneficial for education in institutions to maintain and enhance the intellectual keprofesioanal to improve the quality of teachers, and therefore can provide quality service to the students in implementing the educational curriculum.

Keywords: *professional, curriculum, implementation.*

Teacher is one of the foundation for the country in terms of education. With the professional and qualified teachers will be able to print the quality of the nation as well. The key that should be owned by every teacher is competence. Competence is a set of knowledge and teaching skills of teachers in performing his professional duties as a teacher so that the goal of education can be achieved with either.

Based on the above, it is clear a teacher can be of effort and expertise it has. It is intended for the purpose of a teacher in seeking, guide, train, and teach with the wholehearted desire and success of learners is assigned to the explanation of the purpose of education. Basically, education is the interaction between the educator (teacher) and learners (students) to achieve educational goals.

A person who is considered a professional teacher, the teacher or educator who actually carry out the success of learners (students). The task of educators to student success was very heavy, so teachers must be given the opportunity to develop themselves as much as possible and work such as attending courses, training, upgrading, continuing education is higher and the cost is assisted by the government. This is all aimed at prioritizing equality, that the profession is carried as a teacher is the same as other professions.

METHOD

This study used a qualitative descriptive phenomenological approach. A qualitative approach, which is to say, an approach that is oriented on the symptoms that are natural, and

the natural and fundamental Nasution, (1998). A qualitative approach was chosen because the object of this research is a process or activity or actions (some) people, which is about the professionalism of teachers and implementation of curriculum development, research object in a state of nature (natural), and the data disclosed not in the form of numbers, but the form of words, sentences, paragraphs and documents. Miles & Huberman (1992). In order to get a complete and detailed data about the studied subjects, related to the focus and purpose of the study, exploration, either completely or in a focused way.

Patton (2006: 5) states that qualitative methods in particular produced a wealth of detailed data on many people and a lot of cases. Qualitative data provide depth and detail by quoting directly and accurately descriptive accordance with programs, events, people, interactions, and observed behaviors, in line opinion (Pidarta, 2006: 14). Bogdan & Biklen: 1992, in Arifin: 1995, to obtain the data in a holistic and integrative, and with regard to the relevance of the data with the focus and purpose, the collection of data used in this study were (1) in-depth interviews (depth interview) (2) observation participants (participant observation), and (3) study the documentation. Three techniques can be said to represent the three basic techniques in qualitative research agreed by most authors.

Miles and Huberman (1984), which started or concurrent with data collection and after data collection. Data analysis is performed in conjunction with the data collection activities include: (1) the establishment of a research focus is fixed as planned or need to be amended; (2) the

preparation of the findings; (3) creation of the next data collection plan based on the findings of previous data collection; (4) development of analytical questions for the next data collection; and (5) determining the next data collection suggestions.

In this study, a measure of the validity and trustworthiness of data on human resources management in early childhood education, as recommended criteria used in Zaenab Lincoln & Guba (2015: 66) that in order to determine the level of credibility of an article that need attention; (1) credibility, (2) transferability, (3) dependabilitas, and (4) confirmability. However, in this study only used three of the four criteria, namely: (1) credibility, (2) dependability, and (3) confirmability. Phase research was conducted in accordance with the provisions by which the characteristics of the qualitative research design is arranged in "sirkular" then should this study uses three stages.

DISCUSSION AND RESULTS

Definition of run private Profession Public

According Martinis Yamin (2006:2-3) states that pursue a profession is someone a job based on skills, abilities, techniques, and procedures based on intellect. Thus the profession is the meaning of that profession carried by educators or teachers, is a job that requires knowledge, skill, ability, skill, and diligence to create a child has a behavior as expected.

According to Nana Sukmadinata (2006) as a professional educator, the teacher is not only required to carry out their duties professionally, but also must have the knowledge and professional skills.

Concept Teachers Professionalization

According Martinis Yamin (2006) skills in the profession work is strongly supported by theoretical studies. Thus, a professional teacher demanded a lot to learn, read and explore theories about the profession that they do, a profession is not a permanent, he will undergo a change and keep abreast of human needs, therefore the study of the professional duty recommended, in usability known research action research.

According to Nana Sukmadinata (2006) as a professional educator, the teacher is not only required to carry out their duties professionally, but also have the knowledge and professional skills. In the discussion of capital development of professional education staff, held PPS Teachers' Training College Bandung in 1990,

defined 10 characteristics of a profession, namely:

1. Have the function and significant social
2. Have expertise / specific skills
3. Skills / skills obtained by using the theory and the scientific method
4. Based on clear disciplines
5. Provided with education in a certain period long enough
6. Applications and socialization of professional values
7. Having a code of ethics
8. Freedom to give judgment in solving problems within their scope
9. Have a professional responsibility and autonomy
10. There are public knowledge and reward for service profession.

From the description above trip, although many materials are an educator exercise or enforce that all learners, but the effort to try to improve the success of students is always encouraged. Conceptually, according to the form teacher work, Ministry of Education (1980) has formulated the capabilities that must be owned by teachers and groups of three general dimensions of skills, namely:

1. Professional Ability covers:
 - a) Mastery of the subject matter, covers material that will be an activity initiated and scientific basis of the learning materials.
 - b) Mastery grounding and insight into teacher education.
 - c) The control process of education, teacher training and student learning
2. Social skills, the ability to adjust to the demands of work and the surrounding environment
3. Ability private include:
 - a) Form a positive attitude towards the overall duties as a teacher, and to the overall
 - b) Understanding, appreciation, and appearances proper values embraced by a teacher
 - c) Appearance effort to make himself as a role model and example for the students.

Terms Become Teachers

Being a teacher is not an easy job as imagined by many people, with a capital of mastery of the material and its delivery to students is sufficient, but it is not yet able to say as a professional teacher, then it must have a variety of skills, special abilities, loves his job, keeping the code eith teachers, and so forth. Oemar Hamalik in his teaching-learning process (2001: 16), a professional teacher should be able to have the requirements, which include:

1. Having the talents of a teacher
2. Having the expertise of a teacher
3. skill as a good teacher and integrated

4. Having a healthy mental
5. Healthy
6. Having extensive experience and knowledge
7. The teacher is a man who spirited Pancasila
8. The teacher is a good citizen

Teachers and Curriculum

In the world of teacher education is not only a capital of experience, academic knowledge, but also skills (skill). Curriculum invite academic content, but its application is based on technical and requires a lot of experience. David Berlo in Abitar, (1989) teachers as a source in conveying the message to the audience must have communication skills, attitudes, knowledge, and attention to socio-cultural context.

Besides, teachers also have an agreement to changes that occur in education, such as curriculum changes once in 10 years. And teachers were also asked to quickly adapt to changes in the manner upgrading courses, workshops, and study with friends in the profession.

According to Martinus Yamin (2006) teachers implement the curriculum that has been designed by the government and its agencies, and they should be able to teach even though the new curriculum is different from the previous curriculum, this occurs due to the assessment of the progress of the times and to the intelligence of the students themselves in the development of learning.

Judging from the development of the existing curriculum in Indonesia, according to Kenandan (2007) on the way seconds education companies have implemented six curriculum, the curriculum in 1968, the 1975 curriculum, 1984 curriculum, 1994 curriculum, 2004 curriculum or curriculum-based competition (although not yet had ratified by the government, but could apply several schools piloting the project), and last until now educational unit level curriculum (KTSP) issued by the government through Permendiknas number 22 on the national curriculum, sweets number 23 on graduation standards and sweets number 24 on the implementation of the two candies.

The development of the curriculum can be conceptualized as a cycle loop that starts the analysis of the purpose of the school establishment. Curriculum standards of competence determine appropriate priorities, and determine the form of the concept of the program which is part of the curriculum development. And with the development of the curriculum is also required to apply da set changes.

Principles of Curriculum Development

According Kunandar (2007:139-141) curriculum development at the primary school level to high school launched by the school and school committee based on the competency standards content standards and curriculum guides are made BSNP, Must be based principles as follows:

- a) Based on the needs of development, needs and interests of learners and the environment.
- b) Diverse and integrated
- c) Responsive to the development of science, technology and art
- d) Flirt with the needs of life
- e) Comprehensive and continuous
- f) Lifelong Learning
- g) Balance between national interests and regional interests

Principles of Curriculum

According Kunandar (2007) in the implementation of the curriculum in each unitary education using the principles as follows: a) Implementation of the curriculum based on the needs and conditions of learners to master competencies useful to him; b) curriculum implemented by enforcing the five pillars of learning, namely: (i) learn to faith and fear of God Almighty; (ii) learn to understand and appreciate; (iii) learn to be able to implement and act effectively; (iv) learning to live together and be useful to others; (v) learn to build and finds himself, through an effective learning process, creative, active, and fun; c) The curriculum allows learners receive good service; d) Curriculum is implemented in an atmosphere of relations learners and educators mutual acceptance and respect, close, open, warm, and constructive; e) The curriculum is implemented using multi strategy approach and multimedia, which are source of learning technology; f) Curriculum implemented by utilizing, natural conditions, social and cultural, as well as the region's wealth of success with a cargo educators throughout the study materials optimally; and g) Curriculum implemented by the components of the existing curriculum.

The Role of Teachers in Curriculum Development

According to Sukmadinata (2006) in terms of expenditure, curriculum development can be distinguished between the nature of centralization and decentralization. In curriculum development, that centralization is uniform for the whole country, region or type of school level. In Indonesia today, especially in primary and secondary education used this capital. The curriculum for primary schools, junior high schools, senior high schools, and vocational schools in principle the same.

First, the role of teachers in curriculum development that is centralized. According to Sukmadinata (2006) in the curriculum is centralized. Teachers do not have a role in the design and evaluation of curriculum macro compiled by a team or a special commission, composed of experts, teachers develop curricula in the field for a period of one year, a semester, a quarterly, a few weeks or a few theories alone, it is also called the lesson unit. The annual program, semiannual, quarterly one, or a set of lessons, methods and media, and the evaluation, only the breadth and depth vary.

With the above explanation it is clear the duty of teachers and decide on the appropriate objectives, selecting and learning stage in accordance with the needs, interests and stage of development of teaching methods and media have varied, as well as the development of programs and appropriate evaluation tools. A curriculum systematically arranged will facilitate its implementation, curriculum implementation is almost entirely dependent on the creativity, skill, seriousness and persistence of teachers. teachers should

Second, the role of teachers in curriculum development that is centralized. According Sukmadinata (2006) centralized curriculum prepared by schools or groups of schools within a particular region or area. This kind of curriculum development based on the characteristics, needs, development of the area as well as ability. School or schools.

Centralized curriculum has several advantages and disadvantages. Strengths include:

- a) The curriculum in accordance with the needs and development of society
- b) The curriculum in accordance with the level and the ability of schools both professional ability, financial, and managerial.
- c) Prepared by the teachers themselves are thus very easy in implementation.
- d) There is a motivation to the schools (principals, teachers) to develop themselves, find and create the curriculum as well as possible, so there will be some sort of competition in curriculum development.

Lack of uniformity, for situations that require uniformity for the sake of national unity, the form is not quite right.

- a) The absence of the same assessment standards,
- b) The existence of difficulties when the transfer student student to school
- c) It is difficult to manage and national assessments.

Not all schools (regions) have readiness to prepare and develop their own curriculum.

Implementation of Teachers To The Curriculum

According Oemar Hamalik (2008) implementation is a process of applying ideas, concepts, policies, or innovation in the form of practical actions so as to form an impact, either in the form of fruits of knowledge, skills, attitudes and values. While the curriculum according to Joko Susilo (2007) period of education that should be occupied by students who aim to obtain a diploma. So the curriculum implementation can also be interpreted as the actualization of the Based on the above explanation, it is clear that the implementation of the curriculum is the application or implementation of the program curriculum has been developed in the previous stage, then tested with the implementation of the management, while carried out adjustments to the field situation and characteristics of learners, both the development of intellectual, emotional, and physical.

The Curriculum Implementation Phases

According Oemar Hamalik (2008) the implementation of the curriculum covers three pages of principal, namely:

- a) The development program includes the annual program, semester, or quarterly, monthly, weekly, daily, and there is also counseling.
- b) The implementation of learning in essence, learning is an intellectual process between learners with the environment, resulting in a change of behavior better.
- c) Evaluation of the learning curriculum implemented throughout the run.

Factors affecting curriculum

The factors influencing that:

- a) Characteristics of the curriculum, which covers the scope of teaching materials, objectives, functions, properties, and so on.
- b) Implementation strategy is the strategy used in the implementation of the curriculum.
- c) Characteristics of curriculum development include knowledge, skills, values and attitudes of teachers towards the implementation of the curriculum in learning.

Principles of Curriculum Implementation

In the implementation of the curriculum, there are some basic principles that support the achievement of success, namely:

- a) the acquisition of equal opportunity
- b) centered on students
- c) using approaches and partnerships
- d) unity in diversity in policy and implementation.

Of the four principles above basically want to create or execution in the development of curriculum that teachers do to obtain good marks learning outcomes effectively and psychomotor.

Elements of Curriculum Implementation

According Oemar Hamalik (2008) in the implementation of the curriculum, there are various elements related as follows:

- a) Implementation of curriculum the implementation of the curriculum puts principle-the principle of unity in diversity in the implementation of policies and national standards drawn up by the center, and how to implement tailored to each region or school.
- b). The language of instruction Indonesian as a language of instruction in the country into learning activities, but if necessary the language and can also be used as an introduction.
- c) The day learning The number of days to learn in a school year is 204 to 240 days, the number of weeks ineffectiveness is 34 to 40 days, and the settings based on the semester.
- d) Curriculum Aactivities. Curriculum activities are grouped into intra activity curriculum and extra curriculum.
- e) education personnel. Teachers are required to have appropriate qualifications and competence articular to support the achievement of competence of graduates in the educational unit.
- f) Means and education infrastructure Implementation of learning using learning resources, books and learning tools provided by the government and society in accordance with the needs and apabilities.
- g) Remedial, enrichment and accelerated learning Schools provide services to students who have difficulty learning through remedial activities.
- h) Guidance and counseling. Schools provide guidance and counseling to students in the context of the development of personality, social, career and advanced learning.
- i) The development and preparation of syllabus In many areas, schools develop syllabi in accordance with the conditions and needs of each, but stick with the standard commission competency.
- j) The management of curriculum. School curriculum management is done by using all the elements of education providers, school committee, board of education, as well as business and industry to the conditions, needs, and the potential to realize the achievement of competency standards
- k) Education of national standard

This school is given to produce graduates who can compete at international level. From the explanation of some of the elements above, is essentially an effort to establish eye learners are able in the implementation of the curriculum in the life of the world of education and is an attempt to realize the achievement of national competence, and effort to educate students to be able to compete in the field of skill in the field of community.

The Components of the Curriculum Implementation Plan

Curriculum implementation plan will experience a difference in the school system, depending on the organizational structure and scope. In addition, the implementation plan should be based on long-term curriculum plans, so that existing programs can be researched, revised and implemented in a period of time (usually made within a period of five years).

The components of the curriculum plan involves: (a). The new program of study, (b). Identification of resources, (c). Determination role, (d) proportional development, (e). Scheduling, (f). The communication system, (g). implementation monitoring

Description of alternative models of curriculum implementation

According Oemar Hamalik (2008) in relation to curriculum management functions, will put forward a new model of curriculum implementation. However, before any postulates important thing to understand, it must first be able to implement a development model management implementation strategy:

The implementation of the curriculum is seen as a system. While the functions of management is seen as an element of a system or subsystem process of curriculum implementation.

- a. In each of the components of the process are the other components that make up these components.
- b. In every phase of activity is always considered a state of internal and external factors related to the implementation of the curriculum.
- c. Each of these steps are the implementation, planning and evaluation
- d. Directions of interest at every stage of the implementation process is intended to produce periodic inter-related, from the overall aim to improve the conditions of implementation (internal and external quality).

With the above explanation it is clear that the implementation stage in general there are three, namely: the planning stages, stages of implementation, and evaluation.

Implementation And Evaluation Of Curriculum

According to Nana Sukmadinata (2006) emphasizes the development of curriculum contents, learning situations require time to prepare and incorporate them with the purpose of teaching long enough. A curriculum that emphasizes the situation, time, to prepare a shorter, whereas a curriculum that emphasizes the situation, the time to prepare a shorter, whereas a curriculum that emphasizes organizational preparation time is almost the same as the curriculum that emphasizes the content.

According Oemar Hamalik (2008) says in the evaluation aims to see the implementation of ongoing implementation process as a function controls whether the evaluation was according to plan and as a function of repair if the shortage. And the second goal, the end result is achieved, these results refer to the time criteria and the results achieved compared to the phase of planning.

CONCLUSION

From the result of exposure to the above data it can be concluded that professional teachers to implement the curriculum development through some competence of teachers themselves. professional teacher is a set of capabilities that must be owned by a teacher so that he can carry out his teaching duties properly. So to find a professional teacher must have some professional competence in implementing curriculum development with the profession that demands a wide range of expertise in the field of education or teacher training. Professional teachers are the basic abilities of teachers in the knowledge of the preparation of learning outcomes and

behavior of teachers in subject areas cultivated, the right attitude about the environment and have skills in teaching techniques.

Based on the teacher's role as manager of the learning process that professional teachers must have the ability: to plan the learning process, set goals, prioritize the material to be taught, choosing and using methods, selecting and using learning resources available, selecting and using instructional media, implementing a learning system, choose the form of appropriate learning activities, presents the learning sequence properly, evaluate the learning system, chose to build the type of evaluation, conducting evaluations throughout the process.

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DECISSION SUPPORT SYSTEM (DSS) TO DETERMINE SMART INDONESIAN CARD FOR EDUCATION HOLDER USING K-NEAREST NEIGHBOR METHOD

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ABSTRACT

Cost of education still become a spectre faced by most parents to be able to send their children to school, especially from underprivileged families. To overcome this problem, government has made comprehensive policies in education, one of them is Kartu Indonesia Pintar (Smart Indonesian Card for Education KIP), which is addressed to reduce cost of education for underprivileged families. However, There are still many obstacles in the process of implementation of Smart Indonesian Cards. One of major problem is distribution process. There are students that should be eligible to receive KIP and haven't received the fund yet, and vice versa. The aim of this reserch is to develop system using k-Nearest Neighbor (k-NN) method to classify smart card receiver. k-NN is one of data mining classification methods that memory based model defined by a set of object known as examples. There are 4 atributes that been used in this paper to classified Student that is eligible to receive KIP. By using k-NN method in classifying student that is eligible to receive KIP resulted 100% of accuracy.

Keywords: *k-nearest neighbor, smart Indonesian card, classification, DSS*

Nowdays major problem in Indonesia is there still plenty of uneducated people due to financial problem. Many families still mind the educational cost, it is hard for them to fulfill their basic living needs (such as foods, cloths, home), hence education become less important for them. To overcome this problem, government has made comprehensive policies in education. Recently Kartu Indonesia Pintar (Smart Indonesian Card for Education KIP) are released, this card is addressed to underprivileged families, to keep poor children to school and to reduce financial burden on families. However, there are barriers in distributing Smart Indonesian Card, there are many ineligible recipients.

K-Nearest Neighbor (k-NN) is one of data mining classification methods that memory based model defined by a set of object known as examples. K-NN have been studied in medical data mining found that k-NN classifier improve efficiency and accuracy amongst patients seeking emergency treatment in Kenya. This method also help to reduce errors in diagnosis, improving efficiency and effectiveness in treatment (Khamis, 2014).

Another Study about k-NN Algorithm is Survey of Nearest Neighbor Techniques. Comparison nearest neighbor techniques, there are structure less and structure based. Both are improves basic k-NN techniques and hold good in particular field under particular circumstances (Bhatia, 2010). This paper presents how k-NN method in classifying eligible recipients of Smart Indonesian Card.

Kartu Indonesia Pintar (KIP)

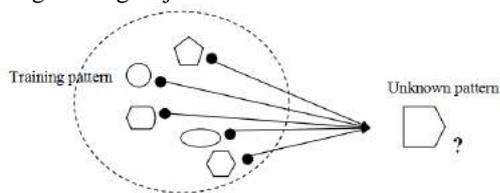
Smart Indonesian card aiming to overcome underprivileged families problems in financing their educational needs. Smart Indonesian card (KIP) guarantees and ensures that all school-aged children from underprivileged families to have financial assistance for having completion of high school education. Children of school going age (6-21 years old) whose families including Family Welfare program (KKS) automatically receive a card and benefit from the KIP if they are: registered in a school (either private or public and at all levels, including Islamic schools and boarding schools); part of a study group (study packages A/B/C); or enrolled in a training course. KIP will also extend to children of school-going age who are no longer in school, dropouts and bring them back to school (These include, for example, children who have social welfare problems, orphans, street children, child workers and the disabled).

The aim of KIP are to overcome financial barriers of having education in elementary and intermediate school, to prevents dropouts students caused by financial difficulties, bring back dropouts students to school to have educations, help underprivileged students to fill their learning activities, support 9-12 years compulsory education policies

K-Nearest Neighbor

K-nearest neighbor (k-NN) method represents classifying methods based on closest (k) objects in its neighborhood (Bramer, 2007). By grouping objects based on their closest neighborhoods and

labeled a new object based on its closest k neighboring objects.



The above picture is illustration of k-NN algorithm. There are training dataset, new object to be classified and the distance (similarity between the new object). To classify the new object using k-NN computation as follows:

1. determine k (number of nearest neighbor)
2. calculate the distance (similarity) between new object and training data
3. sort the distance and determine k minimum distance
4. label the new object with the most frequent label on training data (majority voting).

Confusion Matrix

A confusion matrix is a method that commonly used to compute accuracy in data mining concept. There are four outputs from the formulation, recall, precision, accuracy and error rate .

1. Recall (sensitivity), is the proportion of actual positive cases which are correctly identified.
2. Accuracy, of actual positive cases which are correctly identified.
3. Precision, positive predictive value proportion of positive cases that correctly identified.
4. Error rate is a prediction error metrics for a binary classification problem.

A confusion matrix describe the performance of a classification model on a set of data test for which the true values are known (Bramer, 2007). The confusion matrix itself is relatively simple to understand. Example confusion matrix for a binary classifier:

| | | | |
|----------|-------------|---------------|----------------|
| N=165 | Predicted + | Predicted - | False Positive |
| | Target + | 50 10 | |
| Target - | 5 100 | True Negative | |

Labels: True Positive (top-left), False Positive (top-right), False Positive (bottom-left), True Negative (bottom-right)

Area Under Curve (AUC)

Area under curve is often used as a measure of quality of the classification models. A random classifier has an area under the curve

of 0.5, while AUC for a perfect classifier is equal to 1. In practice, most of the classification models have an AUC between 0.5 and 1.

KIP Determination using k-NN Method

There are four attribute that been used in this paper, whether the students is smoker, parent’s income, number of parent’s dependent, capability to purchase basic needs of study activity. 335 data is used as training data and 10 data is used as testing data. Following process are steps of k-NN method to determine KIP recipients.

1. Assign weight to the Attribute

To compute distance between attributes, weights are assigned to each attributes. Assign 0 weights for less influence attributes and 1 for most influence attributes (Larose, 2005). Weights for each attributes are as follows:

| Attribute | Weight |
|--|--------|
| whether the students is smoker | 0,8 |
| Parent’s income | 1 |
| The number of parent’s dependent | 1 |
| capability to purchase basic needs of study activity | 0,8 |

2. Distance (similarity) Computation

Similarity computation for each attributes as follows:

| whether the students is smoker | Value 1 | Value 2 | Similarity |
|--------------------------------|---------|---------|------------|
| | Y | N | 1 |
| | N | N | 0 |
| | Y | Y | 0 |

| Parent’s income | Value 1 (in million) | Value 2 (in million) | Similarity |
|-----------------|----------------------|----------------------|------------|
| | 0-1 | 0-1 | 0 |
| | 0-1 | 1-2 | 0,2 |
| | 0-1 | 2-3 | 0,4 |
| | 0-1 | 3-4 | 0,6 |
| | 0-1 | 4-5 | 0,8 |
| | 0-1 | 5-6 | 1 |
| | 1-2 | 1-2 | 0 |
| | 1-2 | 2-3 | 0,2 |
| | 1-2 | 3-4 | 0,4 |
| | 1-2 | 4-5 | 0,6 |
| | 1-2 | 5-6 | 0,8 |
| | 2-3 | 2-3 | 0 |
| | 2-3 | 3-4 | 0,2 |
| | 2-3 | 4-5 | 0,4 |
| | 2-3 | 5-6 | 0,6 |
| | 3-4 | 3-4 | 0 |
| | 3-4 | 4-5 | 0,2 |
| | 3-4 | 5-6 | 0,4 |
| | 4-5 | 4-5 | 0 |
| | 4-5 | 5-6 | 0,2 |
| | 5-6 | 5-6 | 0 |

Table 4. Similarity of Attribute 3

| The number of parent's dependent | Value 1 | Value 1 | Similarity |
|----------------------------------|---------|---------|------------|
| | 0 | 0 | 0 |
| | 0 | 1 | 0,3 |
| | 0 | 2-3 | 0,6 |
| | 0 | 4 | 1 |
| | 1 | 1 | 0 |
| | 1 | 2-3 | 0,3 |
| | 1 | 4 | 0,6 |
| | 2-3 | 2-3 | 0 |
| | 2-3 | 4 | 0,3 |
| | 4 | 4 | 0 |

Table 5. Similarity of Attribute 4

| capability to purchase basic needs of study activity | Value 1 | Value 1 | Similarity |
|--|----------|----------|------------|
| | Low | Low | 0 |
| | Low | Moderate | 0,5 |
| | Low | High | 1 |
| | Moderate | Moderate | 0 |
| | Moderate | High | 0,5 |
| | High | High | 0 |

3. Distance calculation between new object and training data

Table 6. Sample of Training Data

| whether the students is smoker | Parent's income | Number of parent's dependent | capability to purchase basic needs of study activity | Label |
|--------------------------------|-----------------|------------------------------|--|-----------|
| No | 0-1 million | 1 | Low | Recipient |

Table 7. Sample of Testing Data

| whether the students is smoker | Parent's income | Number of parent's dependent | capability to purchase basic needs of study activity | Label |
|--------------------------------|-----------------|------------------------------|--|-----------|
| No | 2-3 million | 2-3 | Moderate | Recipient |

Similarity value of attribute 1 (whether the student is smoker)

Training data : No
Testing data : No

Similarity value : 0

Similarity value of attribute 2 (Parent's income)

Training data : 0-1 million
Testing data : 2-3 million

Similarity value : 0,4

Similarity value of attribute 3 (Number of parent's dependent)

Training data : 1
Testing data : 2-3
Similarity value : 0,3

Similarity value of attribute 4 (capability to purchase basic needs of study activity)

Training data : Low
Testing data : Moderate
Similarity value : 0,5

4. Sort the distance and determine k = 9 minimum distance

Assigned k value is nine, sort the distance between the above data test (table. 7) on

training data set into nine minimum distance showed on the following table:

Table 8. k=9 minimum distance on data training

| whether the students is smoker | Parent's income | Number of parent's dependent | capability to purchase basic needs of study activity | Label | Similarity |
|--------------------------------|-----------------|------------------------------|--|---------------|------------|
| No | 0-1 million | 1 | Low | Recipient | 0 |
| No | 2-3 million | 2-3 | Moderate | Recipient | 0,5 |
| No | 5-6 million | 2-3 | High | Non Recipient | 0,5 |
| No | 3-4 million | 4 | Low | Recipient | 0,5 |
| Yes | 2-3 million | 2-3 | Low | Recipient | 0,5 |
| No | 0-1 million | 1 | Low | Recipient | 0,5 |
| Yes | 2-3 million | 1 | High | Non Recipient | 0,5 |
| No | 4-5 million | 2-3 | High | Non Recipient | 0,5 |
| No | 2-3 million | 2-3 | Moderate | Recipient | 0 |
| No | 3-4 million | 1 | Moderate | Non Recipient | 0 |

5. Label the new object with the most frequent label on training data (majority voting)

From table 8 above the most frequent label on training data is "recipient" hence the new object will predict as "recipient".

Testing and Evaluation

There are 335 training data that been used in this paper. From 335 data, 173 data labeled as recipient and 162 labeled as non recipient. From 10 testing data, 6 data predicted true as "recipient" and 4 data predicted true as "non recipient".

ROC is two dimension graphs, horizontal lines as false positives and vertical lines as true positives (Xu et al, 2013). ROC curve has two lines, there are true negative specificity and true negative rate sensitivity. Specificity define as capability to detect negatives data and sensitivity define as capability to detect positives data. From the above calculation shows the area under curve value is 1,000 therefore k-NN become an excellent classifier to determine KIP's recipient.

CONCLUSION

This paper presents how k-NN algorithm applied to determine KIP's recipients. Evaluation process using Confusion Matrix, it has been shows the accuracy of 10 testing data on 355 training data is 100%. It has been shown that k-NN (k=9) method can be applied to determine KIP's recipients.

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IMPROVING MULTIPLICATION ARITHMETIC ABILITY USING JARITMATIKA TECHNIQUE IN THE DEAF 8TH GRADERS OF SMPLB PUTRA HARAPAN SRAGEN CENTRAL JAVA

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ABSTRACT

This research aimed to improve the students' multiplication arithmetic ability using jaritmatika technique in the deaf 8th graders of SMPLB Putra Harapan Sragen Central Java. The variable to be changed in this classroom action research was the improvement of students' multiplication arithmetic ability, while the action variable used was jaritmatika technique. This study was a Classroom Action Research (CAR) consisting of two cycles. The subject of research was the deaf 8th graders of SMPLB Putra Harapan Sragen Central Java consisting of 5 students. Techniques of collecting data used were interview, observation, test, and documentation. Data validation was carried out using data triangulation and content validity. Technique of analyzing data used was a descriptive interactive model of analysis. The result of research showed that the use of jaritmatika technique could improve the multiplication arithmetic ability of the deaf 8th graders of SMPLB Putra Harapan Sragen Central Java.

Keywords: arithmetic, jaritmatika, deaf students

Considering the Law No. 20 of 2003 about National Education System in Article 5 clause 2, it is mentioned that citizens with physical, emotional, mental, intellectual, and/or social disorders are entitled to get special education. Thus, the deaf students deserve to get equal education to the normal ones.

The students with hearing ability or called the deaf students will develop communication difficulty in teaching –learning process. There are three alternative basic teaching approaches to the deaf students: manual, oral, and total communication methods (David Smith, 2013: 283).

Mathematic learning for the deaf students is inhibited in the communication during teaching-learning process. It leads to the students' poor understanding on mathematic concept,

Mathematic is one of subjects taught in schools with more lesson frequency compared with other subjects. Nevertheless many people consider that Mathematic is the most difficult, frightening, boring, and unpleasant lesson. Considering the result of interview with teacher, multiplication belongs to the topic difficult to understand to the students. It can be seen from the score of daily quiz about multiplication arithmetic operation showing that out of 8 deaf 8th graders of SMPLB Putra Harapan Sragen, only 2 get the minimum passing criterion score (KKM) of 60, while the other 6 students have not meet the specified minimum passing criterion. It is because in delivering multiplication concept, the teachers use more conventional method, by compelling the

students to memorize by means of mental calculation (*mencongak*). This delivery method, of course, in addition to extinguishing the students' creativity, also removes the meaningful learning elements. Delivering material in Mathematics should depart from concrete things to the abstract ones, as suggested by Maryana and Soedarinah (2001: 65), Mathematics is "the hierarchic knowledge, meaning that it is organized in certain sequence, departing from the simple thing to the complicated one, from the concrete to the abstract thing".

Here is a teacher's obligation to implant the feeling of pleasure (interested) in mathematic learning material about multiplication by stimulating and motivating the students to love Mathematics. Through *jaritmatika* technique, it is expected that Mathematic learning can give more meaningful and complete (intact) experience to the students in order to achieve the maximum learning outcome as expected.

Recently many counting methods have developed. Essentially, all of methods are good, and every student deserves to learn the existing technique, so that they will be rich of some technique. One of methods developing for Mathematic learning, particularly in arithmetic (counting) is *Jaritmatika* technique. *Jaritmatika* is an easy and joyful counting technique using hand fingers" (Septi Peni, 2008: 17).

Here is the procedure of learning basic group multiplication (number 6-10).

1. Before learning *jaritmatika*, the students should understand first the number of symbol of number.

2. Thereafter, the students identify the concept of multiplication operation.
3. The students are previously invited to have fun, for example, singing
4. Identifying the symbols used in *jarimatika*. It can be done through direct practice, the students are asked to raise their fingers and then to demonstrate the formation of fingers used in *jarimatika* as illustrated below:

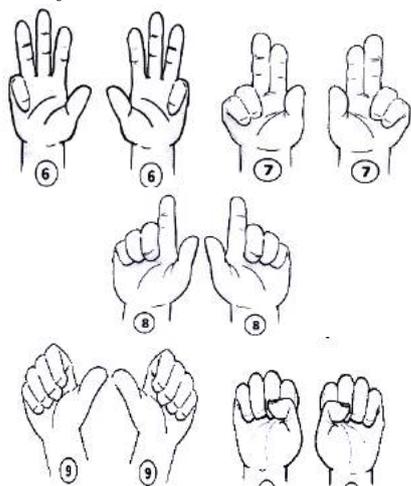


Figure 1. The formation of Multiplication *Jarimatika* for numbers 6-10

5. The students are taught how to count with *jarimatika* with the following provision:

Formula: $(T1 + T2) + (B1 \times B2)$

Note: The fingers of right hand are closed (tens/*puluhan*), T2 = the fingers of left hand are closed (tens), B1 = the fingers of right hand are opened (ones/*satuan*), B2 = the fingers of left hand are opened (ones/*satuan*).

6. Teacher and students do the multiplication operation by demonstrating using hand finger. For example:

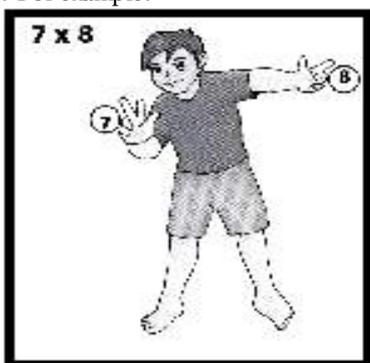


Figure 2. Multiplication Counting Formation

Right hand (7): little finger and ring finger are closed (folded)
 Left hand (8): little finger, ring finger and middle finger are closed (folded) 7 x 8 can be solved as follows. The closed finger has tens value, summed. The opened fingers

have ones value, multiplied. Its *jarimatika* formation is as follows:



Figure 3. Example of Finger Formation when counting using *Jarimatika*

$$7 \times 8 = (T1 + T2) + (B1 \times B2)$$

$$= (20 + 30) + (3 \times 2) = 50 + 6 = 56$$

7. Ask the students to have fun continuously, never bother the students to memorize the symbols of *jarimatika*.
8. Practice it routinely, so that the students will feel happy without compulsion to memorize.

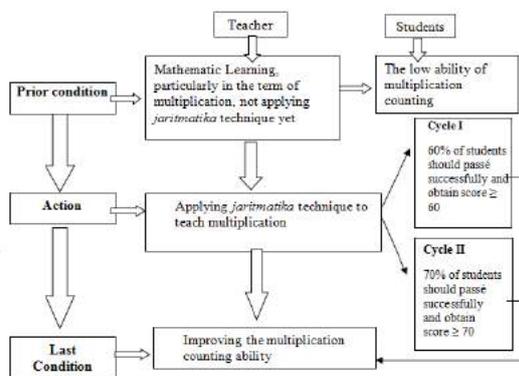


Figure 4. Framework

From the framework above, it can be found that before using *jarimatika* technique, the learning outcome of multiplication counting ability is low particularly. But after using *jarimatika* technique, there is a significant improvement in multiplication counting ability. This research is conducted in two cycles and ends when the mean class score of 70 has been achieved and 70% of the 8th graders have obtained score ≥ 60 (KKM). Not only teachers but also parents can use this *jarimatika* technique in the learning at home. Through the role of teachers and parents, and of course the students' intention, this *jarimatika* technique is expected to help improve the students' ability in Mathematic subject, particularly in multiplication counting. The basic problem the writer wants to address in this research is: "How to improve the multiplication arithmetic learning using *Jarimatika* technique?" This research aims to improve the multiplication arithmetic ability using *Jarimatika* technique in the deaf 8th graders of SMPLB Putra Harapan Sragen in the school year of 2005/2016.

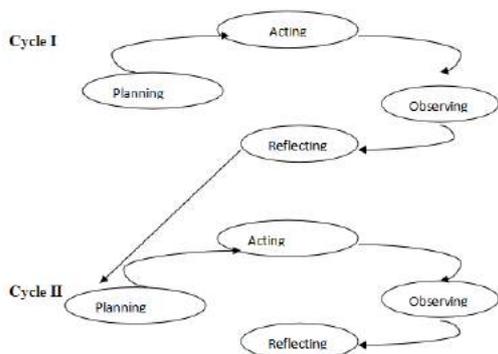
METHOD

This research was taken place in SMPLB Putra Harapan Gondang Sragen, Central Java, Indonesia. This research was conducted in the school year of 2015/2016 from January to 2016. This study was a Classroom Action Research (CAR). I. G. A. K Wardani, et al (2006: 1.3) stated that *penelitian kelas* is the translation of *classroom action research*, an action research conducted in the classroom. CAR is the research conducted by teacher alone or in collaboration involving author, teacher, students, and other employees of school aiming to improve the system and the performance of teacher in the attempt of improving the quality of students' learning process and outcome. This classroom action research used *jarimatika technique* to find out whether or not there is an improvement in the students'; multiplication counting learning outcome. This research was implemented in 4 stages: planning, acting, observing and reflecting.

The strategy used in this research was descriptive qualitative one. This strategy aimed to describe and to explain the reality in the field through observation. In this case, the object observed was multiplication counting learning activities before and after the action was given using *jarimatika* technique.

The subject of research consisted of teachers and the deaf 8th graders of SMPLB Putra Harapan Gondang Sragen in the school year of 2015/2016. Meanwhile, the students studied consisted of 8: 3 boys and 5 girls.

The object of research was the multiplication counting learning activity in mathematics/counting subject in the 8th grade of SMPLB Putra Harapan Gondang Sragen in the school year of 2015/2016. The Classroom Action Research (CAR) conducted can be illustrated in the figure below.



RESULT AND DISCUSSION

Considering the result of research as shown in some tables, it can be found the improvement of learning process, particularly the students' counting ability in multiplication

material in each cycle using *jarimatika* technique. The improvement can be seen from the mean score of learning outcome the students obtain in prior condition before the action and after the action in cycles I and II, each of which is conducted in three meetings. It can be seen in the table 5.

Table 5. The mean mathematic score and percentage classical passing of Multiplication Counting Ability above KKM in Prior Condition, Cycle I and Cycle II

| Mean Score | | | Percentage (%) | | |
|--------------|---------|----------|----------------|---------|----------|
| Prior Action | Cycle I | Cycle II | Prior Action | Cycle I | Cycle II |
| 59.25 | 69.70 | 79.60 | 45 | 70 | 80 |

Considering the table above, it can be seen that the number of students obtaining score ≥ 60 (KKM) increases significantly. It indicates that the Mathematic learning conducted by teacher can be said as successful.

The improvement of average Mathematic score through the application of learning with *Jarimatika* technique can be presented in the chart in Figure 6 as follows:

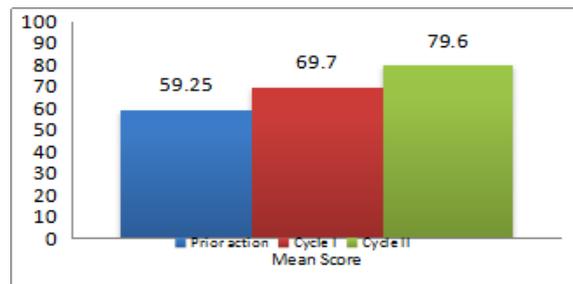


Figure 7. Chart of the Improvement of Mathematic mean score in Multiplication Material in the 8th graders of SMPLB Putra Harapan Gondang Sragen in prior Action, Cycle I, and Cycle II.

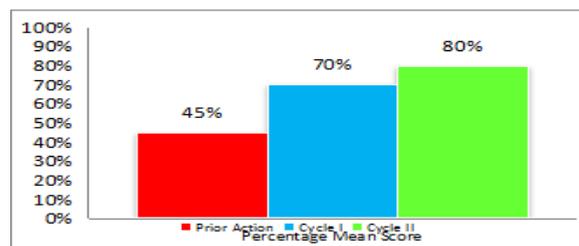


Figure 7. Chart of the Improvement of Mathematic mean score in Multiplication Material in the 8th graders of SMPLB Putra Harapan Gondang Sragen in prior Action, Cycle I, and Cycle II.

The constraints found in respective cycles are different. In cycle I, the constraints found are teacher delivers information unclearly and quickly so that the students have not been able to understand yet, teacher does not reprimand firmly the students paying less attention to the lesson as indicated with the crowded students, teacher has not conditioned yet the conducive learning

circumstance. The students' willingness to receive the lesson is still apparent, the students attend the learning less enthusiastically. The students answer the teacher's question less actively because they still talk to each other about anything out of the learning material. The students' bravery in going to the front to make demonstration is low.

The students' failure in doing the assignment during learning process derives from: 1) the students understand poorly the learning with *jaritmatika* technique, 2) the students are still confused with *jaritmatika* formation or the procedure used, because it is a new thing, 3) when doing multiplication counting for numbers 6-10 with two-digit result, many students still use repeated addition, 4) some students still disturb their friends thereby inhibiting the assignment completion.

The attempt of dealing with the existing constraints in cycle I conducted in the improvement attempt is to redirect the students toward *jaritmatika* formation or the procedure in learning using *jaritmatika* technique, during the learning process, teacher (author) asks the students randomly to go to the front to demonstrate *jaritmatika* formation and to calculate multiplication using *jaritmatika* technique. In addition, teacher provides the more difficult number concept in order to improve the students' counting ability. The learning in cycle II has been successful so that there is not significant constraint.

Thus, it can be found that one attempt of improving the multiplication counting ability in the 8th graders of SMPLB Putra Harapan Gondang Sragen, by applying *jaritmatika* technique. It occurs because the learning with *jaritmatika* technique can facilitate the multiplication arithmetic operation without memorizing.

Considering the result of research, it can be found the improvement in teacher's and students' activity in Mathematic learning using *jaritmatika* technique. The improvement in the learning activity in cycle I and cycle II can be seen in the table below.

The improvement of teacher's and students' activity in learning in the class in Cycle I and Cycle II.

| Aspect | Activity | | | |
|------------|----------|----------|----------|----------|
| | Teacher | | Students | |
| | Cycle I | Cycle II | Cycle I | Cycle II |
| Mean Score | 2.23 | 2.84 | 2.42 | 3.00 |
| Category | Fair | Good | Moderate | High |

CONCLUSION AND IMPLICATION

Conclusion

Considering the result of classroom action research conducted in two cycles by applying *jaritmatika* technique in the 8th graders of SMPLB Putra Harapan Gondang Sragen in the school year of 2015/2016, it can be concluded that the learning using *jaritmatika* technique can improve the multiplication counting ability in the 8th graders of SMPLB Putra Harapan Gondang Sragen. It can be seen from the students obtaining mean score of 59.25 with percentage successfully classical passing of 45% in prior condition before the implementation of action, 69.70 with 70% in cycle I, and 79.6 with 80% in cycle II. Thus, classically, the learning has achieved successful passing of learning.

Implication

Learning application and procedure in this research is based on the learning by applying *jaritmatika* technique in the implementation of Mathematic learning. The model used in this research is cyclical model consisting of two cycles. Cycle I is conducted on April 22-24, 2016 and cycle II is conducted from April 29 to May 1, 2016. The indicators include: (1) ability of identifying multiplication as repeated addition, (2) ability of multiplying number up to 100 in many ways, and (3) ability of solving the problem containing multiplication. In every implementation of cycle, there are four activity steps: planning, acting, observing and reflecting. This activity is conducted cyclically; before implementing the action, there should be plan by paying attention to previous cycle. The action in each cycle can improve the quality of learning. It is based on the analysis on the development from one meeting to another in one cycle and the analysis on the development of improved process in cycle I and cycle II. Based on the result of research above, *jaritmatika* technique can evidently improve the students' multiplication counting (arithmetic) ability. In relation to this research, the implication of research result can be elaborated as follows:

Theoretical Implication

The theoretical implication of research shows that the learning applying *jaritmatika* technique can improve the students' counting ability in multiplication material. In presenting learning material, teacher should be able to choose the appropriate learning method to facilitate the students master the learning material well. The learning using *jaritmatika* technique can improve the counting (arithmetic) ability in multiplication material because in this learning, the students conduct experiment freely with brain tissue so that the student will understand and then memorize the

learning material themselves without compulsion or pressure from parents and teacher.

Practical implication

The result of research can be used as the feedback for the teacher to improve the appropriate learning strategy and method thereby improving the quality of teaching-learning process in line with the objective to be achieved by the students.

Therefore this research can be used and developed by the teacher in dealing with the similar problems generally encountered by most students. The constraints encountered in Mathematic learning using *jarimatika* technique should be dealt with as maximally as possible. Thus, activeness, creativity, motivation and ability highly encourage the successful learning, particularly Mathematics.

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LANGUAGE EDUCATION AND HUMANIORA

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ABSTRACT

Language education in Indonesia may be discussed by overviewing the nature of the three language categories in the country: Indonesian language, indigenous language, and foreign language. From the picture of how the three groups of languages work and function, the problem raised in this paper is based on two fundamental assumptions. Language education in this multilingual and multicultural country is not done on the context of literacy, on the one hand, and it is not yet considered important in comparison with that of the subjects related to basic science and technology, on the other. After reviewing a number of models of bilingual education and comparing them with what has been done in Indonesia, a preferred model will be offered. Finally, it will also be suggested that language education in Indonesia should be associated with literacy development in a wider sense. Furthermore, meanwhile language education should be given an adequate room, language teaching should be based on the functional use of the existing languages in the country and should be done in tandem with the teaching of content since content is delivered through the medium of language.

Keywords: *language, education, models, content*

In order to seek a preferable model of language education in Indonesia, it is necessary to overview the nature of the three language categories in the country: Indonesian language, indigenous language, and foreign language. At the same time, in order to find out a suitable model of language teaching, it is also necessary to have a look at how these languages are now taught. As the national language of the country and the language of a wider communication as well, Indonesian language is used as the medium of instruction at all levels of education from kindergarten to university. It is also taught as a subject for 6 years in elementary schools, 3 years in secondary schools, 3 years in senior high school, and one year at university levels (but in the department of Indonesian language and literature, it is taught throughout the course programme). In the second category, indigenous language amounting to around 500 are used as communication mean within the communities, but are not used as the media of instruction, except the major ones in the areas where students are not yet ready to have Indonesian language as the medium of instruction until year 3 in elementary schools. But the indigenous languages having significant roles and traditions in arts and literature are taught as subjects from elementary school to secondary schools. Similarly, in the departments of indigenous languages, they are taught at university levels throughout the course programme. Finally, foreign languages, especially English, are taught as subjects in secondary schools (3 years), senior high schools (3 years), and at university levels (one year). However, in the departments of foreign languages, for example

the department of English, the subjects are also taught throughout the course programme. Although English is not used as a means of communication in the community, it is a compulsory subject at all the levels above, except elementary schools.

The choice of Indonesian language to be national the language-meaning that it must be used in any formal administrations and any government sectors, including educational institutions-is historical in nature. It has taken its root since the Indonesian youth declared their oath in 1928 when they believed that they would be successful in struggling against the Dutch colonisation if they were unified in terms of one nation", "one country", and "one language"-Indonesian (Alisyahbana, 1984a: 48). For the purpose of nation building, the choice is favourable, but from the point of cultural heritage, it had to push a side such big indigenous languages as Javanese or Sundanese having 50 million and 20 million speakers respectively, much greater than the number of speakers of Malay to be adopted as the national Indonesian language at the time. Another interesting phenomenon of the language education in Indonesia should be put forward first. It is mostly the responsibility of the Department of National Education to conduct language education in the country, but it is the concern of the Language Planning Agency, the Pusat Bahasa, based in Jakarta to maintain the development of Indonesian language and the indigenous languages (excluding foreign languages). Beyond the expectation, the two institutions do not normally make language policies Which are complimentary with each other. For example, the former has not yet placed language as an important subject compared with those of science and technology, meanwhile the latter

considers that language is crucial, so that Indonesian language has been engineered to a certain direction under the government's interference through the so-called "language planning" or "language standardisation". With the interference, it can be seen that the development of Indonesian language has been somewhat unnatural in that its phonological, morphological, syntactic, semantic dynamics are strongly controlled. The agency tends to reject whatever influence from both indigenous and foreign languages, though very often unavoidable. However, actually Indonesian language has been developing by itself very rapidly regardless the *Pusat Bahasa* does, and in fact there have thus been two contradictory influences, one bottom up and the other top down.

DISCUSSION

Language Education and Literacy

In such a condition, the education of the three languages may, to some extent, compete with each other in terms of national identity in general and the government policy in particular. Indonesian language education is kept still and firm for the sake of national identity, whereas at the same time indigenous languages are mainly taught as subjects for the purpose of maintaining local cultures (although sometimes only superficially), and foreign languages are often placed as instrumental means.

No doubt that what is done by the *Pusat Bahasa* is beneficial, but putting the emphasis strongly on the development of Indonesian language and paying less attention to that of indigenous and foreign languages have resulted in some obvious impacts to language teaching. On the other hand, meanwhile the Department of National Education is responsible for the implementation of language education in the country, and in fact the department policy has not yet counted language as an important subject in the school curriculum, the policy does not seem to eliminate the impacts. The most profound impact is that the national curriculum should always be contented with what is considered "standard Indonesian language" even though by definition, the standardisation rules are sometimes inconsistent and consequently, the richness of Indonesian dialects is put aside. In so doing, an ambitious target is expected that all of the Indonesian speakers would be able to use the language properly in most of linguistic domains. Another impact is that indigenous languages are practically ignored. It is true that the languages are only used locally and only some of them have a great number of speakers, but in a

multilingual community it is unfair not to promote the languages in the same way as promoting Indonesian language. After all, it is commonly agreed recently that they should be preserved because they can contribute to maintaining local cultures, but real actions in terms of placing them in a well-planned framework of language education as a whole are poorly done. Similarly, foreign languages receive a somewhat bad impact in that they are simply put in the curriculum, except in the relevant university departments, as a means to achieve instrumental purposes, for example to satisfy job markets. The literary subtleties and mutual understanding of foreign cultures through foreign language learning are rarely touched.

In terms of language democracy, then, the way to place the three groups of languages creates a linguistic nation. Borrowing Philipsons' term (1992), since the way of placement leads to a condition where Indonesian language is to be made superior and is likely to abandon the other two, "linguistic imperialism" does occur here. Moreover, as the language policy is primarily set up for the sake of nation building, it also creates a condition which is often abused by a certain "government elite" to indoctrinate its ideology through employing euphemistic (Indonesian) language. It is, therefore, essential to argue that in language education and language teaching, the three groups of languages must be taught relatively equally, and that in the context of language use in different domains, including the government domain, it is not only "linguistic democratisation" that still requires "more understanding" (Santosa, 1998a) in many aspects of life, but also a type of language awareness through which people are fully concerned with how the three groups of languages should actually work and fulfil their functions. Language awareness in education, in particular, is crucial when language is seen as "a goal (language arts, literacy, other Languages) and as a vehicle (learning through lecturing, through conversation, through reading, through critical thinking, and so on)" (van Lier, 1995: 98).

The competition of the three groups of languages should not occur if they are placed in accordance with their own functions and roles, and are let open from outside influences with only little intervention for some technical reasons. Likewise, as will be presented below, the three groups of languages will support each other, when they are taught hand in hand under the concept of literacy.

However, as already stated, in comparison with the education of basic science and technology, that of the three languages is considered peripheral. To make the matter worse, language teaching has not yet been well programmed. It can be seen from the fact that (1) language curriculum is not properly set up to accommodate the nature of the existing

languages in the country and the needs required in this changing world, (2) language teaching materials (including books) are not well selected and produced, and (3) most language teachers do not have good qualifications and are not likely to be well prepared by the government.

As far as the language curriculum is concerned, the national curriculum is merely a type of package to be given to the learners in a uniform way without carefully considering the local diversities back rounding them. Furthermore, in terms of materials sequencing and scope, the allocated time is sometimes not enough to cover the whole materials. Similarly, language books available are usually produced by orders, not as a result of a thorough materials selection and sequencing, nor as a reflection of the principles of language acquisition. Finally, language teachers generally deliver the materials in the books by strictly following the teaching guidance (GBPP) in the curriculum without modifying them with regard to the philosophy of language teaching with reference to approach, method, technique, etc (Cf . Richards & Rodgers, 1986). For the reasons, language teachers must have significant qualifications in language teaching.

Whereas it should be highlighted that language education must be seen as importantly as the education of the others, there is still a big problem in language teaching in Indonesia seen from the perspectives of how language is approached in the learning and teaching implementation. What usually happens is that language is presented as a science offering a set of rules (knowledge), not as a means of oral and written communication (skills). At a school setting, for example, students are usually taught to know about language as language, not to know of how to use language in real situations. The research on the literacy of students at the third year elementary schools in Surakarta (Santosa, Wiratno, & Yustanto, 1996) suggests that they are very good at constructing individual sentences, but they are very poor in connecting the sentences to form a type of meaningful discourse. It implies that they are able to write and read sentences as they are, but they cannot build their experiential meaning that shows-following Halliday (1978)—a configuration of "context of situation" and "context of culture" in some more abstract texts. This is also evident in the language performance of the graduates of senior high schools. They generally cannot communicate their ideas in a systematically accepted language either in oral or written modes. The same evidence applies to their mastery of

English as one of foreign languages. The phenomena can also be partly explained from the result of the research above. It shows that the effort of building the academic situations at schools (as part of a literacy effort, if it can be said so) is not always in accordance with what the students face outside the classroom and at their homes. At schools, especially in the classroom, they are forced to have their learning activities with Indonesian language. On the contrary, what they have outside the classroom and at homes is sometimes completely different: many of them rarely use Indonesian language to speak and read, let alone reading materials are not always available. With the case of English, students do not normally use the language outside the classroom either.

Therefore, it can be underlined that teaching languages should not simply deal with passing it to the learners by prescribing language formulas to be learned. A language learner is said to be successful when he or she masters the language formulas and is able to use them in various types of contextual communication both inside and outside the classroom. Ideally, language is taught from the two angles in balance. Teaching a language is not a matter of grammaticalisation without encouraging the learners how to use the grammar in real life. This occurs, because—as already stated above—languages are not taught under the framework of literacy.

Unfortunately, it is generally assumed in Indonesia, or perhaps in most developing countries, that literacy has to do only with "letters", with how to teach people to be able to read and write. If this is the case, then people are only required to be able to produce and utter words as they are spelt. In other words, they do not involve in reading and writing activities as ways of self-expression, representation, and cultural interpretation. In a wider sense, in fact, literacy is concerned with any effort allowing people to be well informed and knowledgeable. Jane Mace even suggests that setting up a literacy effort should be more than merely "a solution of the problem of illiteracy" (Mace, 1992- xv). It means that being literate will further include being able to absorb and disseminate information, taking place in different domains with different purposes. People are therefore supposed to be familiar with what-ever published in public media either in print or electronics, and they are likely to be able to give meaning themselves to what they have received and communicate it with others in many ways. So literacy is a multifaceted manifestation of reading, writing, and thinking through which meaning is created within a sociocultural context (Perez, 1998: 4). It is always culturally and socially bound.

It is on this context that language education and language teaching in Indonesia must be relied.

Nevertheless, in order not to be pessimistic, it can be overviewed that language education in Indonesia has been long leading to a separate path of literacy development where people are only trained to be literate either formally at schools or informally at community groups outside the schools. In both types of educational settings, the learners are fed up with theories of a language or languages with which they merely read and write, without being encouraged to see and experience the multidimensional functions of the language or languages. On the basis of this phenomena, it turns out that Indonesia has so far bred not only "political illiteracy" (1998b) as a result of the New Order Regime's (Santora, supremacy for over 30 years, but also cultural, social, and mental illiteracies. If the language teaching is done in the way that language is not only seen as knowledge to be understood, but also as skills to be put into practice with respect to its social, economic, and cultural, political functions, it has been done in line with the principles of literacy.

It is obvious that Indonesia is a multilingual and multicultural country? People use indigenous languages locally and Indonesian language nationally. But some others should use foreign languages, especially English, to cope with international requirements in this global environment. Considering the fact, there must be another layer of multiplicity in association with the modes of expression and representation with the uses of various means, among others, the most salient multimedia and World Wide Web. In the situation, the application of "multiliteracies" taking into consideration of national diversity and global interrelatedness is required.

Multiliteracies argument suggests the necessity of an open-ended and flexible functional grammar which assists language learners to describe language differences (cultural, subculture, regional/national, technical, context-specific, and so on) and the multimodal channels of meaning now so important to communication (Cope Kalantzis, 2000: 6).

To this extent, rethinking language education in terms of "what to teach" and "how to teach" is essential. In this paper the "what to teach" and the "how to teach" Will not be separately discussed in details. Favourably, they will be simultaneously presented in the model of language education in multilingual/multicultural settings and in the model of teaching the language and the content below.

Language Education in Multilingual and Multicultural Settings

There are many multilingual and multicultural countries in the world. However, the linguistic map of Indonesia is divergent from those of the countries. Because of the Indonesian multilingual and multicultural uniqueness, language education and language teaching in this country must also be differently implemented from those in the other multilingual and multicultural countries.

The multilinguality of the three countries, for instance, differs from that in Indonesia for some respects. Firstly, in the three countries the national language is English-which is in fact the language of the world, whereas in Indonesia it is Indonesian language-which is one of the local languages in the globe, and English is the first foreign language.

Secondly, the local languages in the three countries are mostly ethnic languages brought by immigrants from their home countries who do not normally use them in their present community (except in such smaller domains as family), but the local languages in Indonesia are those vernaculars developing indigenously in the community and are actually used in wider domains, including family, education, workplace, religion, printed/electronic media, and so on. Therefore, it is important to put forward that the multilinguality in the three countries is usually personal, whereas in Indonesia it is societal/communal. That is to say, in the three countries there are a number of bilingual people who are able to speak more than one language but not necessarily use the ethnic ones in the community, whereas in Indonesia people speak more than one language, and their mother tongues are often the indigenous languages which are indeed used for various reasons in their own community. At the same time, Indonesian language is also used as a wider means of communication. Thirdly, from the point of view of language acquisition in bilingual settings, children often acquire Indonesian language soon after or while they acquire their mother tongues. Therefore, in some situations, Indonesian language is the second language of a number of children, but in some others children have both Indonesian language and indigenous languages as their mother tongues.

Finally, in conjunction with language identity and language attitude, in the three countries people tend to use their ethnic languages when they meet their peers from the same home countries. Maintaining the immigrants' ethnic languages with reference to national identity may not be a real concern in the three countries (Wiratno, 1993— I will put an emphasis on the case of the maintenance and shift of Indonesian language in Sydney, Australia; Cf. Faltis & Wolfe, Eds., 1999 for the recent profile of bilingual education in the US, with a particular contrast between immigrants' ethnic

languages and the dominant English; and see Clyne, 1993 for ethnic languages mapping in Australia), but maintaining the indigenous languages in Indonesia is a culturally and attitudinally serious problem. Having such a linguistic map in Indonesia where the necessity of using the three groups of languages is inevitable, a carefully planned language education must be sought. In the following, after a brief review of some models of bilingual education, a potentially suitable bilingual education model will be offered.

The bilingual education so far known in Indonesia is the one which is not necessarily similar to any of the above categories. In fact, the system of education in the country is Indonesian language monolingual, and therefore Indonesian language is the only formal medium of instruction used in educational institutions. As previously stated, it is true that in certain districts indigenous languages are allowed to be used until Year 3, but it is simply because of "matter of giving chances to the school children to use their indigenous languages before they are ready to transfer to the Indonesian language mainstream. In association with the transitional model, what is done in Indonesia is not the case because it is not aimed at incorporating the subject matter in the curriculum into the indigenous language teaching objectives. Compared with the maintenance model, it is not the case either since it does not encourage the students to have equal proficiency in both indigenous languages and Indonesian language, let alone indigenous languages are not used on purpose as the instructional media. It is also true that in some places indigenous languages are taught from primary schools to senior high schools (and in some other places at university levels as local content), but they are formally put in the curriculum just to show that the local identities still exist (regardless of how and whether they still do). For the reason, it is clear then that it does not belong to the enrichment model. In addition, from the point of view of bilingual education, foreign languages are not taken into account at all. They are not used as the media of instruction. Except in the relevant departments and in the teaching of language for specific purposes (LSP)—that is teaching by incorporating the content area, they are taught at schools and university levels, as already mentioned, as instrumental purposes. According to Nababan (1979: 209-210), the Indonesian system of education is not designed to promote the multi-lingual situation in the country, and although it does not mean that the government does not provide the indigenous languages with

rooms in the curriculum, it is not designed so because it is based on the general philosophy that the indigenous languages will be learned by children naturally since they are used in the community. It is actually unfortunate that until today the potentiality of Indonesian multilinguality has not yet taken into account in developing language education in the country. The model being offered here is essentially the enrichment model. The difference is that in this modified model three groups of languages are all together involved, in contrast with the original one normally involving only two. With reference to language rights, literacy principles, multilingual issues, and the central roles of language in education, the model will be the one taking into account the teaching of the three groups of languages in a considerably balanced proportion, by not only teaching them as the subjects in the curriculum but also using them as the instruction media in educational institutions. But with the case of foreign languages, since English is the most dominant among the other foreign languages in Indonesia, it is English that is advisable to be chosen as the instruction medium.

In this model, in addition to using Indonesian language as the medium of instruction at any levels of educational institutions (16 years, plus 2 years in kindergartens), the potential indigenous languages are also proposed to be used as the media of instruction throughout the span of time at elementary schools and secondary schools (9 years, plus 2 years in kindergartens), and English as well is used as the medium of instruction from senior high schools to university levels (around 7 years). In the implementation, the teaching of the three groups of languages as subjects conducted thus far should still be continued.

Teaching the Language and Teaching the Content

To support language teaching which is implemented in the context of literacy, and to highlight the model of language education under the framework of bilingualism, in the following, the model of language teaching where teaching the language and teaching the content are simultaneously done will be offered.

The issue of teaching the language together with teaching the content has been known for a long time, and it might even take its roots hundreds years ago (Mohan, 1986; Brinton, Snow & Wesche, 1989: 4). Starting to gain its popularity since 1980s, today it is quite a lot put into practice in various second /foreign language instructional settings (Brinton, 2000: 48).

Basically, it is a model of language teaching which is based on the integration of language and content. "The language curriculum is based directly on the academic needs of the students and generally

follows the sequence determined by a particular subject matter in dealing with the language problems which students encounter" (Brinton, Snow & Wesche, 1989: 2). The argument underlying the model is that since the medium of instruction is obviously language, the subject matter instructed will not be understood when the language used is not understood. For example, teaching biology can be done together with teaching the language used; and therefore, the concepts of biology are only understood if the language used to figure out the concepts is also understood. In short, content is always delivered through language, and the teaching activity is implemented just by putting four language skills (listening, speaking, reading, and writing) in the subject areas. In other words, it is content-based language teaching⁴ where any subjects can be incorporated into it.

Coming back to the modified model proposed above where Indonesian language, the potential indigenous languages, and English (to represent the other foreign languages) are used hand in hand proportionally, the framework of the model of language teaching put forward here can be described as follows.

The potential indigenous languages are expected to be used as the media of delivering those subjects related to moral values, cultures, crafts, traditional arts and music, local literature and philosophy, and the other local contents. English is used as the medium of delivering those subjects related to science and technology. Finally, Indonesian language is used in combination as the general medium of instruction that may cover the subjects ranging from moral values to science and technology.

This type of framework can hopefully eliminate the controversy that the portion of language education nowadays is much smaller than those of the subjects related to science and technology. Since very important roles are given to the three groups of languages in delivering the subjects other than language subjects, the model will automatically employ the teaching of the languages as well, and therefore language education will be no longer considered peripheral. On the other hand, from the point of view of multilingual and multicultural contexts of Indonesia, the model will upgrade the linguistic and cultural heritage of the country. Not less important than the two arguments, the model will in turn make up the development of literacy. With adequate understanding and mastery of the three groups of languages, the opportunities of absorbing and distributing the information from many angles will be open.

CONCLUSION

In elucidating the language education in Indonesia which is multicultural and multilingual, the nature of Indonesian language, indigenous languages, and foreign languages (English) has been discussed. After reviewing a number of bilingual education models and comparing them with what has been done in the country, a preferable model of language education considering the three languages as the media of instruction in addition to being only as the taught subjects is offered. In completion to the model, a language teaching that incorporates content areas into it is also suggested. The application of such kinds of language education and language teaching has been counted as the implementation of literacy development issuing the functional use of the existing languages in this multilingual and multicultural country.

However, putting the proposed models of language education and language teaching into practice is not without consequences. The following implications will presumably appear.

The promotion of the indigenous languages to be the media of instruction should not be taken as a distortion to the roles of Indonesian language as a means of reaching the "Indonesianness" in terms of modernisation (Alisyahbana, 1984b). Rather, in terms of language rights, and by referring to the Additional Explanation of the 1945 Constitution, such an effort will contribute to colouring the Indonesian cultural plurality. In return, English can play its important role in accelerating the process of Indonesian modernisation.

With regard to van Lier's view on language as a *ye-hide* cited before, a difficult question may come up, whether the indigenous languages expected to be used as the media of instruction can cope with the area of science and technology in response to their vocabulary range, whereas even Indonesian language itself, compared with English, sometimes cannot. But if the two groups of languages are quite open to outside influence, foreign technical terms can be adopted. Similarly, with respect to language planning, the language contacts resulted from the application of the models of language education and language teaching above should be regarded as beneficial aspects for the development of the Indonesian and indigenous languages, not as the dangerous ones destroying the phonological, morphological, syntactic, and semantic properties of the languages.

The application of the models requires some reforms in curriculum design, and in so doing, it will demand a good coordination among the related institutions to be responsible for not only language education but also education in general.

In relation to the new curriculum design, the adjoining problems will be things like teacher

training, book production, providing facilities and equipment.

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OPTIMIZE THE ROLE OF SCHOOLS IN BUILDING CHARACTER

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ABSTRACT

The concern for the human Dehumanization process characterized by the deterioration of the human characters (called the nation) these days. For that Jokowi government today moved to do Mental Revolution, Kemendiknas perform revitalization movement of character education in schools through a variety of learning activities in the school program. Schools are educational institutions which happen to be controlled by the formal curriculum, for the character education in schools is also integrated with curriculum implementation is done through various learning programs in schools. The problem is in the implementation of character education in schools can not be run optimally due to various limitations that exist in the schools, which are limited the role of the school in character building school kids who are school environment. To optimize the role of the school in character education, character education schools need to implement the systemically comprehensive approach so that all citizens can take on the role of the school and improve their respective roles in the development of the student character. Character education through comprehensive and systemic approach is what is seen to make "Good Character" for the nation's children.

Keywords: character education, comprehensive approach

Character education is lately triggered by the rapid discussed the process of dehumanization of people today. The speed with which the process is characterized by the Dehumanization of human self-alienation that is characterized by: (1) many people are getting away with his Lord marked the increasing number of disobedience to God; (2) a lot of people who are getting away with their fellow human beings are characterized by moral decline; (3) a lot of people who are getting away with their environment marked by the increasing number of human and environmental destruction of the environment is getting worse; (4) many people are getting away with the life of the nation and the country is characterized by increasingly less diamalkannya values of Pancasila, treason, acts against the law; even (5) so many people in this country are getting away with itself marked by the destruction of life itself. With the process of dehumanization is what makes the bad character more easily seen in this country.

Humans are supposed to be "human" qualities that humanity grow and develop optimally. The multitude of people who are less humane (bad character) is this which drives the need for revitalization of character education, including through formal education in schools. The goal is to make the character better expressed by "living properly in one's relationship with God, to live properly in one's relationships with fellow human beings, live righteously in an individual's relationship with the environment, to live properly in one's relationship with the nation and the country, and live properly in one's relationship with itself.

Character is a blend of all human nature is fixed so that a special sign between people with other people. The balance which remains between one's inner life with all sorts of acts birth (Ki Hajar Dewantoro, Cemetery 1937). When a person's inner life contains the values of vices then someone external work will reflect bad character. Conversely, when a person's inner life contains good values, then the external work will reflect the character of a good man. Related to that, Lickona (1991) states that the character is "values in action" - values are translated into actions. Value is what is appreciated by someone and become someone's soul external work. Related to that, the character education is often mentioned as well as the educational values for the main and fundamental in the educational process is clicking internalize the values of kindness.

Implement a Comprehensive Approach in Learning Values and Character in Different School Activity

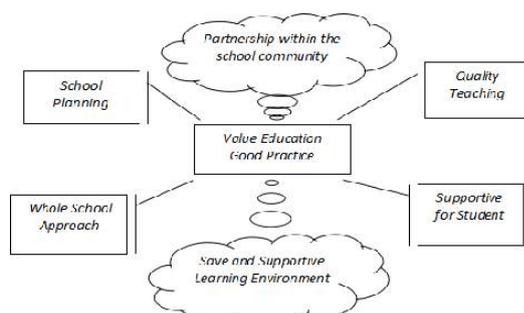
Learning Comprehensive Approach in is the perspective in teaching values (determinant character) with the overall mindset that involves all elements of character, internalized through various activities organized in the school. As stated by Dewantara (1937) that the elements of the code include "*Ngerti, Ngroso, Nglakoni*". The character element is also consistent with the view Lickhona (1991) which states that character includes "Moral Knowing, Moral Feeling, and Moral Action". Abdullah Gymnastiar (2000) is also often said that to build a *akhlakul kariimah* element is "*Think, Zhikr, and Endeavor*". For that reason, learning the value and character should involve the three elements of the character development aspect

where You *Ngerti*, *Ngroso*, and *Nglakoni* should be done in a balanced way. Optimizing the role that can be done by the school is to develop models of learning 'with a learning experience can involve all elements of the characters'.



Lickona (1991) stated that the character is basically a "Value in Action", to many character education experts stating that character education is basically a "educational value". Efforts to build character means internalization efforts. Learning values and character should be more focused on the process of internalization (planting) values.

A comprehensive approach is described by (Commonwealth of Australia, 2005) is described by implementing educational practices good value as follows:



Picture: Value Education Good Practice Commonwealth of Australia.

School Planning include: (1) the value of education should be formulated explicitly; (2) the values developed in the school made ekspilsit with the services of the school community; (3) the purpose and outcomes of education and the value created is clearly defined; and (4) rules are created and become part of the school planning.

Partnership Within the School Community consists of: (1) the school is in constant communication with parents about the values that are being taught; (2) communities that exist in the schools are also members share in the value of education, the school involves the nearest community school in the implementation and monitoring of education programs value.

Quality teaching is described with: teachers skilled in educational practice good grades, the teacher is the source and the driving

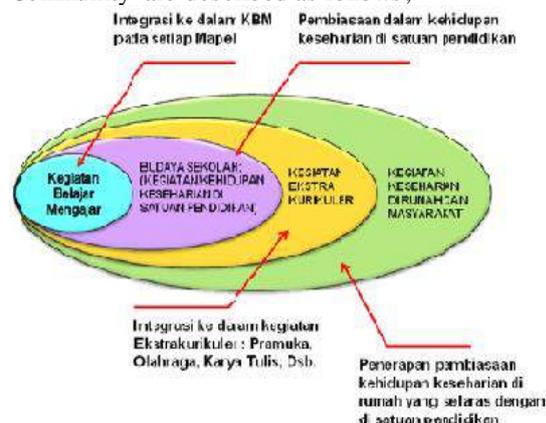
spirit in his role as an educator grades, teachers teach values in all areas of the curriculum and school life, and there is recognition of the leaders - teachers, principals, administrative personnel will be commitment to the learning value.

Whole School Approach characterized by educational value is applied to all aspects of school life that is in: (1) the school's vision-because the school's vision can be a source of motivation for accelerated improvement of the quality of schools (Bafadal, 2007) and the value system of the vision of the spirit of good behavior; (2) curriculum; (3) organizational structure and policies; (4) the funding priorities; (5) the preparation of a pattern of decision-making; and (6) security service, comfort and welfare within the school community.

Safe and supportive learning environment ter expressed with: the creation of a climate conducive to trigger and stimulate the development of values that are seeded in the school, the creation of a school environment that is conducive to students, teachers, staff, and parents with compact menuburkan growth values, and the value of education conducted in accordance with the level of physical and psychological development of students.

Support for student stated: empower school students to participate in school culture and develop responsibility both locally, regionally, and nationally; schools use the value of education in developing students' skills and educational values are used to foster relationships better.

A comprehensive approach in the implementation of character education, according to the Ministry of National Education grand design, can be done through various activities organized in the school. Character education can be done through various program activities at the school through the Teaching and Learning in the classroom, School Culture, Extracurricular Activities, and Events Daily Life at Home and Community are described as follows;



Referring to a comprehensive approach above, Optimizing the Role of Schools in the character

development of students do, including the following:

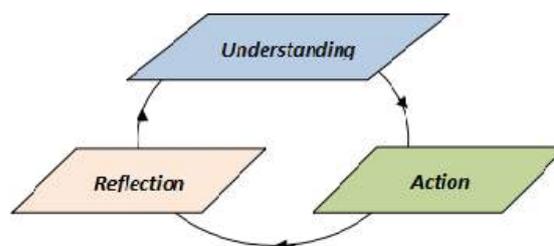
First, Create Learning Oriented Internalization of Values Core Value Each Lesson.

There is one question, why in our schools, the number of their course a lot? The answer is, Number of Subjects were held in the school. The purpose is to make learners personality intact. If, their personalities fully developed character-there is no guarantee that it will be a good (good character). According Phenix (1964) that the whole personality is expressed by the presence the values of the world: Symbolic, Empirical, Ethics, Aesthetics, Sinnoetik, and the Synoptics.

If in our schools subjects of English and Mathematics are the subjects included in the symbolic world. Language learning is given in schools so that students appreciate the importance of communication (Core Value is the value Communication Language). Math lessons are given at the school and its students appreciate the importance of thinking and behaving in a "proper and rational" that Mathematics is a core value Accuracy Values / Accuracy / precision in thinking, acting, and behave. Lesson Economics, Sociology, Geography, Anthropology, Social Studies, Physics, Chemistry, Biology, IPA is included in the empirical world Core Value is "Theory". The aim is to make the students appreciate the importance of theory for life. Lesson PMPKN, Budi Character, creed Akhlaq included in the code of ethics, the goal is to make the students appreciate the importance of moral behavior choices in thinking, acting, behaving in various communities where they live. A wide variety of subjects clumps of sound art, dance, painting, performing arts, and others included in the world of aesthetics, the aim is to make the students appreciate the value of beauty. In the schools also taught stories-stories that are romance like Fables, Legends, Wali-Wali stories, Kiyai stories, and others so that students appreciate the personal experience to be learned for himself. Religious Education is given because it is already sums up the whole system of values that exist, the religion in which there values: symbolic, empirical, aesthetic, ethical, sinnoetik, and synoptic. Therefore, religion is still a source of value is the largest among the other source of value, so that Religious Education is paramount in the development of character education learners. The issue is whether the practice of education and learning in various Subjects that many had been "right" in the sense of fighting for the processes of the

internalization of what not ?. If not, so back to the right way of learning various subjects which are within the framework of the internalization of values secuai with Core Value of each Lesson in the classroom.

In terms of the internalization of values Bohlin (2001) states that internalization will happen effectively when the learning process involves the processes of Understanding, Action and Reflection, and has been tested by Akbar in 2002, 2010, 2011) that in order to help prevent the internalization -the value through the cycle as follows:



Learning processes involving step understanding, action, and reflection, it was very impressive and very effectively foster belief in certain values. Optimizing the role of schools in this context is How teachers can create models of learning in the learning steps involve elements of Understanding, Action and Reflection are cyclical and sustainable.

Second, Chose Approaches, Models, Methods Specific to Learning Values as a distraction in the Classroom.

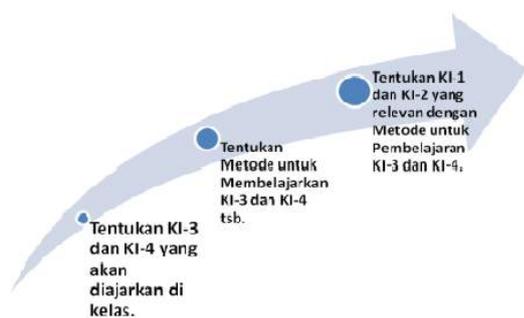
Almost on every subject there are points of discussion that can be presented through approaches, models, methods, and techniques of learning that is rather typical for the learning value. Approaches: cooperative, scientific, and integrated as well as an approach that is personalized for specific cases, thought to be very good for learning the value and character. Triprakoro Model, Moral Dilemma Discussion Method, Value Clarification Tehnique, considered very good motivational Benediction also to start and end the learning in each subject, is among a very good way of learning for learning on specific issues that could be lifted from any subjects.

Third, Integrate Learning Values or Character in Learning methods used.

Values or characters are not taught in isolation but are integrated in the learning process through the method used in the learning process.

On Curriculum 2013, for example, values or characters contained in KI-1 (Attitude Religious/Spiritual) and KI-2 (Social Attitude). Learning KI-1 and KI-2 are integrated in the method (read: approaches, models, methods, techniques, and tactics) used to KI-3 (knowledge) and KI-4 (skills)

that are relevant to KI-3. Chronology of thought can be presented as follows:



Mindset in the integration process can be described as follows: first determine KI-3 (knowledge) is to be taught, then specify the KI-4 (skills) that are relevant to KI-3, which will be taught, and the method for learning appropriate for learning KI-3 and KI-4; only then determine the KI-1 (spiritual values) and KI-2 (social value) what is suitable to be integrated in learning is used for learning KI-3 and KI-4.

Fourth, Orient Practice Learning Tends Constructive and Avoid Learning Overbehavioristik and Overcognitif.

Lessons overbehavioristik tend to make students like robots whose behavior tends to be controlled by external forces; overcognitif learning has a lot to prove a lot of clever people whose behavior is not in accordance with cognitive intelligence. Constructivist learning is deemed best to build the character of students because it is believed to be able to bring the values and good character based on self-awareness.

Fifth, the Syllabus Develop Payload Value Characters Corresponding to the method used.

To implement the above mindset of learning in certain subjects at school, for example, there should be analysis of curriculum, analysis of the national curriculum, to be poured into the syllabus. In the 2013 curriculum syllabus prepared by Kemendikbud Center (Jakarta). However competencies that appear in the syllabus in relation to the competencies that are taught to stop at "Basic Competence". For operational purposes, the teacher still needs to spell out the basic competencies to be "indicators" that can be executed operationally in the classroom. For that develop a syllabus that has been compiled by Jakarta becomes more operational syllabus corresponding to the learning environment of children nearby.

Syllabus is outline a lesson plan on specific theme that includes KI, KD, materials, learning activities, indicators of achievement of competencies, assessment, allocation of time, and learning resources. The following are Syllabus (simplified) to integrate the characters in the subject, for example, the Indonesian subjects. About the syllabus format, follow selingkung style.

Sixth, Preparation Learning Implementation Plan (RPP).

In CURRICULUM 2013 (www.operator sekolah.com) stated that, RPP is a plan learning activities for a meeting face to face or over the learning process. RPP components consist of: (1) the identity of the educational unit; (2) the identity of the subject / theme / sub-theme; (3) The class / semester; (4) the subject matter; (5) The allocation of time-determined as necessary for the achievement of KD and the burden of learning the syllabus / KD to be achieved; (6) core competency - an overall picture of categorical mengenai competence in aspects of attitudes, knowledge, and skills that students need to learn for a school level, class, and subjects; (7) the basic competencies and indicators of achievement of competencies. Basic competence is specific capabilities that include attitudes, knowledge, and skills related charge or subjects. Indicators are developed according to the characteristics of students, the education unit, and the potential of the region; (8) The learning objectives formulated by KD using the verb operations that can be observed and measured which includes knowledge, attitudes, and skills; (9) the learning materials are the details of the subject matter includes facts, concepts, principles and relevant procedures and is written in the form of grain suitable formulation of indicators of achievement of competence; (10) the method of learning the details of the learning activities used educators to create an atmosphere of learning and the learning process so that learners reach KD tailored to the characteristics of learners and KD to be achieved; (11) media, tools and learning resources; (12) the steps of learning activities-introduction, core, cover; and (13) ratings-type, technique, instruments and scoring guidelines.

Curriculum KTSP learning activities carried out by the learning process steps which include Exploration, Elaboration, and Confirmation; and in Curriculum 2013 with a scientific approach (observe, ask / questioning, reasoning-associate-create, to try and communicate). The learning process should such are intended to enable the learning constructivist, to occur active learning, with the expected learning process is able to make learners active, creative, and productive, capable of producing the nation's children are not constantly be consumer but a producer who reliable and

capable of communicating (promoting) products to the public, to sell in the global market.

Seventh, Conducting Assessment of Knowledge, Attitude, and Skills.

Assessment of Knowledge aspects, such as "the ability to identify parts of the letter" can be done by administering "quiz" or test. Ratings attitude Religious Attitude and Social Attitude can be done through observation of the learning process in group work and assessment of the quality of products "letter" written in the working group.

Attitude indicator that can be used to measure the achievement of competence, such as the following: (1) the involvement of students in praying start a job in the task group - religious attitude; (2) willingness to listen to what the students in his group work - social attitudes; (3) the involvement of students in cooperation within the group - social attitudes; and (4) the quality of the product - Letter of the group's work. Skills assessment can be done on the assessment of the product in the form of letter written by the students dlam group work.

Eighth, be teachers Trusted-trustworthy.

Appearance teacher character class is a lesson for the students. In order to be a teacher who can be trusted should teachers act as facilitators (those whose job gives easiness) for the students so they can learn the characters easily. Be teachers implement moral and leadership. The attitude of teachers open, democratic, pay attention, listen, help, guide, and counselor is an attitude that can strengthen the confidence of students. When teachers appear as someone who believed their students the charismatic will shine on him and if charisma a teacher is present in the midst of their students, they will be sedated and easily directed into a fine character.

Ninth, Take advantage of the Source and Media Learning accordance with values internalized.

Resources and Learning Media such as: Resource, Print Goods, Electronics, Environment, Events, Multimedia, Internet, etc. When we want to teach the values of caring and responsibility, for example we can take advantage of a resource, for example presenting the du'afa with learning scenarios which are able to bring awareness to the value of self-learners. When we want to improve attitudes and social sensitivity, for example we can take advantage of the short films (multimedia) on social issues with learning scenarios which enable learners engage in discussion and determining social attitudes in the learning

process. Use of the environment: social, industrial, cultural, and others can also bring certain values that take precedence, etc.

Tenth, Doing Authentic Assessment, Evaluation, and Assessment results are not to Memfonis Character of Students.

The collection of data about the ability / characters that learners are native (naturally) through a variety of techniques (observation, interviews, documents, tests, etc.) done solely to determine the position of belief in the values or character of students, and then used as a diagnosis for purposes of improving the character of the students and not to memfonis whether they are good or bad people. The increase in these characters is done by various methods in teaching values and character. Moral Dilemma Discussion method use for example be identified level of moral development of students, in recognition of the level of moral development, the increase in the value and character can be done by bringing together in one group among children with low levels of moral development of children a high level of moral development so that children the level of moral development of children can be lifted into a higher moral considerations. Assessment by Value Clarification Technics (VCT) for example is used to express beliefs learners will be certain values, and to unfold and confidence knowing that value as a basis for measures such as counseling, assistance, or even indoctrination.

Eleventh, Create a Good School Culture for Growth Good Character.

School culture is a system of school life are built on a foundation of noble values embodied in the way of thinking, habits act, and work in a school community. PMPTK DG (2007), defines the culture of the school adala value systems, 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. School culture is believed to affect the development of student character. school atmosphere is the most influential aspects of the school to the student's character (Directorate of Primary Schools, 2012).

The scope of development of Culture School, based on the guidelines drawn Directorate General of Primary Education, Directorate of Primary School 2012 consists of: (1). Structuring the physical environment of the school-structuring school yard (safe, neat, clean, shade); a classroom setting-clean, neat, shining bright, balmy, and rich learning resources; and aessories - like poster wise words, figure drawing, works, etc; classroom furniture arrangement also included the physical arrangement. (2) the restructuring of the socio-cultural and psychological; This environment

mecakup interaction between people within the school community, for example in the form of beliefs and expectations, speech, attitude, behavior or behavior of people in the school community embodied in the conditioning and lifestyle habits. Attitudes: open, honest, disciplined, democratic, aspirational, fair for others, tolerance, respect for others, dialogue, and so forth can be familiarized with the interaction between people in the school community.

Activities that need to be created in building the culture of the school is organizing activities capable of creating a climate conducive to character education through habituation to the program: (1) routine-through for example: greet students at the door gate of the school, ceremony, morning gymnastics , Duha prayer, and pray-for teachers and students of Muslim, entered the classroom in an orderly, pray at the beginning / end of the lesson, school uniforms, and other relevant; (2) spontaneous activities eg breaking up fights, smile-hello-hello when passing, queued, charitable-social care, to pray for healing the ailing student's family, remind your friends who behaved poorly, and so forth; and (3) the activities programmed for example: invited speakers from the health center to oral health and dental lighting, presenting the du'afa in schools within a certain stage; week performance achievements; race calligraphy words of wisdom; make a poster contest for character education; cleanest class contest; cleanest election race class; selection of teachers and students is exemplary, and so forth. Other programs as: Come Reading, Come Writing, Young Researcher, UKS, a stand-alone library, Diner Honesty.

Stages of development of school culture can be done by: (1) Preparation of School Vision oriented Character Education, by the way characters enter values in the Vision School; (2) Promotes the vision of the school proficiency level to the citizens of the schools (students, teachers, staff, parents, the community around the school, the school partners, and all stake holders school) and got a shared commitment to achieve that vision; (3) Develop and dissemination of various rules, for example: the order for the students, the discipline for the teacher, discipline for principals, codes of conduct for parents, the order for sellers around the school, various Standard Operating Procedure are clear, socialize the entire order and got a shared commitment to make it happen; (4) Preparation of educational programs and learning values and character through classroom learning,

habituation program, extra-curricular activities, and community participation, provision of facilities and infrastructure programs, and adequate funding to finance various programs. Socialize, build commitment to make it happen; (5) the implementation of the program with a clear description of the execution of tasks, a clear charge of the program; made escorts strict implementation of the program, and (6) assessment and evaluation is continuously on the program implementation and achievement of the vision, mission and goal-oriented school character education.

Twelfth, Create Punishment in Individual or group that is based on Self-Awareness Educating Violation Various Regulations Enforced School.

Strive schools all citizens understand the vision and the various regulations that apply in school. When learners do offense they were asked to determine its own sentence of negotiated (through the bargaining process) in proceedings with the school, then ask them to run a punishment that has been agreed. If the rule violation is done in the context of cooperation do punishment groups based on self-awareness as well.

Thirteenth, Engaging Public Participation in the Process of Character Education.

Community involvement by the school can be prefixed with the Parenting Education so that there is a common understanding of the vision, mission, and goals of character education among parents, community, and school, then get up a shared commitment to achieve it. Then set up the Joint Program Neighborhood Family and Community School for example. Increased intensity *silaturahmi*, exchange student staying at his house within a certain time, Family Gathering, community service clean surroundings nearest community school regularly, creation of high social control with the community, etc.

CONCLUSION

Education and learning is the process of internalizing the virtues with the purpose, among others, that the students of good character. Character education can be integrated through the learning in the classroom. Each subject has a core value respectively, for that learning should be able to internalize the core values. Learning good values in the classroom can be presented through: how educators view and treat students, the performance of educators, resources and instructional media used, integrating value through learning methods, and process assessment, evaluation, and assessment of learning. Learning good values can be prepared from an analysis of curriculum and syllabus development, manufacture lesson plans, and put

into practice by applying the principles of learning and character values.

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DESCRIBING CONDITION AND UTILIZATION MEDIA IN INTEGRATING INSTRUMENTS OF IPA COMPONENTS AT ELEMENTARY SCHOOL IN NANGGALO PADANG

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ABSTRACT

This research was aimed to analyze the condition and utilization of media components in integrating instrument (KIT). It is as learning science at Elementary schools in District Nanggalo. The research method was used descriptive method which included survey forms. Instruments were used observation sheets, questionnaires and interview guides. The result of this research was IPA KIT as media condition at Elementary school in District Nanggalo Padang already sufficient used in the learning process. The condition of IPA KIT as media in learning process is successful. The utilization of IPA KIT as media for elementary school in district Nanggalo was not maximized in learning process. It was caused by the lack of teachers' skills in using the media in teaching learning process.

Keywords: medium KIT IPA

An Improving the quality of education is a top priority for the government. In conviction, improving the quality of education can support the development in all fields. As a result education should receive the most attention in order to catch up the field of knowledge and technology from other countries. Therefore, the quality of education should gain serious attention from the government. The government efforts to improve the quality of education one of which is the provision of learning media provided by the government to each school. Instructional media held the government that component of media integrated instrument (KIT) IPA SD. Media integrated instrument (KIT) IPA is a medium of learning in science subjects which have been completed and adjusted in accordance with the curriculum.

Each elementary school gain component of media integrated instrument from the Government in the field of the Department Education with the aim has benefit in the learning process. School as a media receiver Integrated Component Instrument (KIT) IPA should maintain and utilize the media as maximum. With the media integrated component instrument (KIT) IPA are expected to accelerate the learning process and results with dynamic condition, creative and relevant to live.

Teachers as a determining factor for the quality of teaching and improve students learning, teachers' skills is a key condition required in using instructional media such as using media KIT IPA. With the availability of media Integrated component instrument (KIT)

that have been distributed by the government to each school as to facilitate teachers in presenting the subject matter. Use of equipment Components Integrated Instrument (KIT) is very influential in science learning to the learning achievement of students in elementary school. Natural Sciences subject (IPA) or Science is one of the subjects in elementary school (SD) which requires the submission of a concept in learning properly. Thus, in learning science requires appropriate learning media because the media is very useful for teachers and learners to help expedite and provide convenience in the learning process. The instruments are very useful for the learners, while also helping the teachers in conducting teaching and learning in elementary school (SD). However, most teachers lack the knowledge in using the medium Integrated component instrument (KIT) IPA so that the tool is not being used to the maximum by the teacher. Integrated component Instrument (KIT) is the tool used to prove theories that already exist to encourage children to be able to develop the potential in him.

Based on the key findings in previous studies, the availability of media Integrated component Instrument (KIT) IPA State Primary School Nanggalo sub-district obtained a complete category. This means that the availability of media components Integrated Instrument (KIT) IPA from eight elementary schools were observed quite complete. Despite the availability of media components Integrated Instrument (KIT) IPA will complete but not all media components Integrated Instrument (KIT) IPA can be used in the learning process due to the use of media components Integrated Instrument (KIT) IPA condition must

also be considered. Integrated components Instruments media conditions (KIT) IPA is the responsibility of the school. The government is trying to improve the quality of education with the procurement of medium Component Integrated Instrument (KIT) IPA in every school. Furthermore, the schools have responsibility to maintain and make best possibility. In line with this, not all of schools maintain and utilize media Instruments Integrated Components (KIT) IPA was fine.

In preliminary observations, it found media availability Integrated Components Instruments (KIT) IPA is complete in one public elementary school in the district will Nanggalo but of eight medium Component Integrated Instrument (KIT) IPA only three media that can be used in the learning process. This is very worrying should provide the school with decent storage space that is not damaged and eaten by rats. In addition, teachers should use the media component of Integrated Instrument (KIT) of the IPA as possible so that the availability and condition of medium Component Integrated Instrument (KIT) IPA is always monitored well. By using the media component of Integrated Instrument (KIT) IPA process of learning becomes fun and student learning outcomes can be improved.

The purpose of this study is to describe the condition and use of the media component of Integrated Instrument (KIT) IPA in SDN sub-district Nanggalo. Media Components Integrated Instrument (KIT) IPA is the medium used to prove theories of science are connected with the natural the environment which is aimed to encourage students to be able to develop their potential. According Trisnoherawati (2004) stated that KIT IPA IPA is the tools used for experiments in science teaching at primary schools. Meanwhile, according to Smaldino in Anitah (2009) stated that KIT is the toolbox is a collection of materials that contain more than one type of props in organizing for a particular topic.

METHOD

In accordance with the problem to be studied, the methods is used in this research is descriptive method. It aims to describe the real situation that occurred in the conditions and the use of media in learning science KIT SDN Nanggalo sub-district. In this study, a form of research survy are used. The population in this study is a public elementary school under UPTD Nanggalo, which amounts to 27 publics in elementary school. While the sample is 8 elemetary schools of state with the respondent teachers who teach science subjects (subject

teacher and class teacher) totaling 48 people, each SD represents 6 people. The sampling technique is probability sampling by means of random sampling (simple random sampling). According Sugiyono (2007) Probability sampling is a sampling technique in which every member of the population has an equal chance of selected sample. The research location is 8 Elementary School in District Nanggalo city of Padang, consisting of: SDN 01 Kampung Olo, SDN 09 Surau Tower, SDN 04 Kampung Olo, SDN 12 Kampung Lapai, SDN 13 Surau Gadang, SDN 20 Kurao Pagang, SDN 18 Kampung Lapai ,SDN 16 Surau Gadang.

Data Collection Techniques used to collect the data in this study are: (1) direct observation techniques, according Hadari Nawawi (2007), direct observation techniques is a way of collecting data through observation and recording of symptoms that appear on the object of study implementation directly at the place where an event, circumstance or situation that is happening. Instrument or data collection tool used in this research are: (1) the observation sheet, in the implementation of direct observation techniques, tools used to retrieve the data is observation sheet in the form of a check list (check list) that contains about a medical condition KIT IPA in SDN Subdistrict Nanggalo, (2) an interview guide, interviews were arranged in the form of some of the questions researchers as a guide. Interviews were conducted at randomly selected teachers who teach science subjects in each sub-district SDN Nanggalo. Stages, in this research which consists of two phases: the preparation and implementation phase.

The collected data is presented in tabular form and then analyzed. According Singarimun and Effendi (2011), data analysis is the process of simplification of data into a form that is easier to read and interpret. Data analysis techniques used in this study is a non-statistical method, which means the descriptive data analysis of the data obtained through research what reported and analyzed descriptively to obtain a picture of the facts.

Quantitative analysis is performed to calculate the percentage of the poll result by using a percentage formula then the calculation results are interpreted to form qualitative dideskriptifkan is.

RESULTS AND DISCUSSION

In accordance with the problems revealed in the first chapter, then collected some of the kinds of data that reveal about the condition and utilization of IPA in the media KIT SDN districts through out Nanggalo totaling eight public elementary school. Data obtained from the observation of the condition of media KIT IPA and interviews with teachers and principals. All the data obtained are processed in

data processing and then displayed in tabular form as follows.

Table 1: Description Observations KIT Media Condition IPA

| No | Nama Media KIT | Baik | Cukup baik | Rusak |
|------------|-----------------------|------|------------|-------|
| 1 | KIT neraca | 2 | 3 | 3 |
| 2 | KIT magnet | 2 | - | 1 |
| 3 | KIT pesawat sederhana | 2 | 2 | 4 |
| 4 | KIT cahaya | 2 | 3 | 1 |
| 5 | KIT optik | 2 | 1 | 2 |
| 6 | KIT bunyi | 2 | 3 | 1 |
| 7 | KIT listrik | 5 | 2 | - |
| 8 | KIT astronomi | 1 | 2 | 4 |
| Jumlah | | 18 | 16 | 16 |
| Persentase | | 36% | 32% | 32% |

According to the table 2 can be seen that the media KIT balance sheet is in good condition (ready for use and no damage) is available in two schools, media KIT balance in fairly good condition (ready to use yet light damage) is available in three schools and media KIT balance in conditions available in 3 schools damaged. KIT magnetic media in good condition (ready for use and no damage) is available in two schools and media magnet damaged KIT is available at one school. Media KIT simple plane in good condition (ready for use and no damage) is available in two schools, the media KIT simple plane in fairly good condition (ready to use yet light damage) is available in two schools and the media KIT simple aircraft in a damaged condition is available at 4 schools. Media KIT light in good condition (ready for use and no damage) is available in two schools, the media KIT light in fairly good condition (ready to use yet light damage) is available in three schools and the media KIT light in damaged condition available at one school. Media KIT optics in good condition (ready for use and no damage) is available in two schools, the media KIT optics in fairly good condition (ready to use yet light damage) is available in one school and media KIT optics in a damaged condition is available in two schools. Media KIT electricity in good condition (ready for use and no damage) is available in 5 schools and KIT optical media in fairly good condition (ready to use yet light damage) is available in two schools. Media KIT astronomy in good condition (ready for use and no damage) are available in one school, media KIT astronomy in fairly good condition (ready to use yet light damage) is available in two

schools and the media KIT astronomy in poor condition available in 4 schools.

While the results of interviews conducted to one teacher from each SDN throughout Nanggalo districts that teach science subjects. The interview results indicate that generally the use or utilization of IPA KIT media in the learning process is not maximized it is because teachers do not understand how to use the media KIT IPA. Although teachers are reading the instructions in the manual but found the names of the tools that are not understood by teachers so teachers feel reluctant to use it. Moreover teachers are not getting training media utilization KIT IPA, IPA KIT media utilization training is very useful for teachers because of the use of media KIT IPA can improve learning outcomes of students. Furthermore, the interviews also indicate a lack of attention to the media component of Integrated Instrument (KIT) IPA. Schools do not provide specifically for media storage component of Integrated Instrument (KIT) IPA. In general, the media component of Integrated Instrument (KIT) IPA stored in the library precisely on a bookshelf. This causes the media component of Integrated Instrument (KIT) IPA damaged because damaged by mice and moldy at feeding time. In addition, if there is damage to the media component of Integrated Instrument (KIT) IPA school less attention to fix it.

CONCLUSION

Based on the results of research (observation and interviews) done, it can be concluded that (1) the condition of media components Instruments Integrated (KIT) IPA on the SDN District of Nanggalo ready to use any of them have minor damage, but still allow the implementation of the learning process (2) the use of media in learning science KIT SDN District of Nanggalo still not fully utilized the media KIT IPA.

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COMPARISON OF STUDENTS' LEARNING OUTCOMES BASED ON THE ADMISSION TESTS OF TERTIARY LEVEL

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ABSTRACT

This study aims to distinguish students' learning outcomes at the level of university through three kinds of admission tests, namely SNMPTN, SBMPTN, and Mandiri. This study employed quantitative research methods, using the descriptive statistics design. The research population of the study includes the students at the level of university in year of 2014/2015 and 2015/2016. The sample is drawn from 200 students by considering the department of Social science and Natural science in State University of Malang (UM), using random sampling technique. This study employs a documentation to collect the data, whereas the data is analyzed by average ratio. The result of the study found that the highest grade of students' learning outcomes are coming from the students who are enrolled from admission test of SBMPTN, namely 3.44.

Keywords: *learning outcomes, state university.*

The quality of education is not only determined by the quality of learning process or learning outcomes, but also the quality of input. The variable of input is one of the influential factors towards the quality of education (Haller, 1986). If the input are outstanding students, it will produce the excellent graduates.

In the variety of evaluation models which were developed by the experts, such as CIPP model developed by Stufflebeam, CSE-UCLA developed by Sake, or *Goal Attainment* model developed by Tyler, are focusing on the role of input in the education process (Kaufman, 1980; Worthen & Sanders, 1973).

In further, the education process is truly needed an evaluation on the process of admission test. Almost in every country, in the higher education level is very selective in the acceptance of first year students (Suryabrata 2004). Basically, there are five advantages gained from the process of admission test, namely acquiring the quality of input, providing a learning opportunity for those who are rightful, finding *human talent*, predicting the success of the input, and giving the authorized justice for the prospective first year students.

There are some characteristics indicate a good evaluation of admission. Suryabrata (2004) admitted that at least there are four aspects should be considered in the evaluation of admission test, namely precision of predictions (*prediction effectiveness*), economic efficiency (*economic efficiency*), incentives teaching and learning (*teaching learning incentive*), and the justice (*equity*). From those aspects, the most essential aspect is *prediction effectiveness*, it is about how accurate the system of admission test could distinguish the

registrants with high probability of success, who would be accepted and the registrants with low probability of success, who would not be accepted.

Students admission test is merely a process of prediction activities. Registrants who are accepted as the first year students were predicted to be successful in the university. On the other hand, those who are not accepted were predicted not to be successful in the university. However, it does not always run smoothly as what have been predicted. There are four possibilities happened, specifically: (1) prospective students who were predicted to be successful, they are successful indeed, (2) prospective students who were predicted not to be successful, they are not successful indeed, (3) prospective students who were predicted to be successful, in fact they fail, and (4) prospective students who were predicted not to be successful, on the contrary they are successful.

METHODS

The study employed quantitative research approach. When it is viewed from the design, especially in terms of data analysis, the type of the study is a descriptive statistics using average ratio.

The population of the study included students in the first and second semester (in year 2014/2015 and 2015/2016). By considering the number of the population and the characteristics of the population, the samples were drawn. The determination of the samples was based on characteristics of the population and sampling formula of test instruments. Considering about the minimum numbers of the research subjects, the research subjects were taken from 200 students in State University of Malang. It employed *random sampling* technique.

To obtain expected data, the research employed the technique of data collection, namely documentation. The documentation is used for collecting the students' grades in semester 1 and 2.

In accordance with the objectives of the study, the study utilized several techniques to analyze the data collection. The technique of data analysis is distinguishing the average of students' grades of learning outcomes.

RESULTS AND DISCUSSION

Table. Students' grades

| No | Undangan/SNMPTN | Mandiri | SBMPTN |
|---------|-----------------|---------|--------|
| Total | 663.91 | 650.52 | 687.43 |
| Average | 3.32 | 3.25 | 3.44 |

Students' grades of learning outcomes described above could be analyzed that the average ratio of students from the admission test of SNMPTN is 3.32, Mandiri is 3.25 and SBMPTN 3.44. It shows that the students' grade of learning outcomes from the admission test of SBNPTN is the highest average, which is 3.44.

DISCUSSION

The criteria of success concerning students performance after being enrolled in the university named *later performance*, either the performance when they are registered as students in the university, or after they have graduated from the university. In order to select excellent first year students, the university should clearly define the criteria of success. The standard of *laterperformance* in the time of studying could relate to learning achievement,

learning aptitude, scientific attitude, responsibility, social awareness, and so forth. Standard of *laterperformance* after studying could be about quick to get a job, professional work ability in the field, good results from supervisor evaluation after working, great contribution to the society, and so on. Those criterion of success are the basic measurement of *prediction effectiveness* in the system of admission test.

The results of the study show that the highest average of students' grades of learning outcomes is from the admission test of SBMPTN. It means that the most successful admission test to predict students' learning outcomes is SBMPTN.

CONCLUSION

Students' grades of learning outcomes which provided from three kinds of admission tests, namely SBMPTN, SNMPTN, and MANDIRI show that the highest grade of students' learning outcome comes from the students who are enrolled from the admission test of SBMPTN, which is 3.44 compared to other admission tests.

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USING CONTENT RICHNESS SCORE AND CONTRIBUTION INDEX AS ASSESSMENT VARIABLES IN SOCIAL LEARNING NETWORK

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ABSTRACT

The aim of this study is to measure levels of activities that students demonstrate in social learning network in connectivism learning. Undergraduat students (n=77) were involved in this study, and assigned to create one photo exhibition project. Schoology roled as the online learning environment, where the students enrolled and engaged in the same course to complete the task. The students were divided into several different groups of discussions, and they were required to solve different part of tasks related to the project. In the beginning of the course, students were informed concerning the aspect of assessment variables, including Content Richness score (CRs) and Index Contribution (CI). CRs and CI were the characteristics of connectivism learning, and assumed to describe the level of engagement that students demonstrated. The task must be completed within three months, and all activities in course were recorded in schoology platform. By using CRs and CI, educators obtained multiple advantages that could be used as valid descriptions to describe student's learning progress. Ultimately, social learning platform offered possibilities for the students to increase their intensity of communications among each others, and built the social relation that asist them to develop self-regulated learning. As a result, CRs and CI also indicated how information and new knowledge were built from the connection that students created through the learning process, and directed students to build the personal learning resources in the end of the course.

Keywords: *conectivism, schoology, photography, networked learning*

Authentic assessment in online learning is critically required, especially when using social learning as a strategy. Student's learning outcomes need to be validated through the process of observation and tracking student's activity in the course. Lecturer tends to assume that quiz results and paperwork informed the whole information about student's progress in online learning, without any advanced observation into how the students answer the quiz or doing their paperwork. Internet is a learning environment where everyone can explore and produce new information and new knowledge. It provides opportunities for students to master the high level of thinking in much more efficient time. However, there is a big possibility for students to complete all the process and the assignments in unintended plan. Eventually, lecturer has to analyze students assignment depends on their activities along the instructional process.

Learning is a social process of progressive knowledge acquisition that is shaped by individuals and their interaction with others who can contribute new ideas, opinions and experiences (Rosen, 2010; Chung & Paredes, 2015). Educators have pointed out that elaboration processes are necessary for meaningful learning, which emphasises the integration of new knowledge into existing knowledge (Novak, 2002; Kalyuga, 2009; Zheng et. al, 2014). Collaboration provides

student to share their existing knowledge, and combine it with others knowledge. Maintaining this process will guide the students engaged in learning process, and direct them into process of knowledge creation.

A central tenet of most learning theories is that learning occurs inside a person. Even social constructivist views, which hold that learning is a socially enacted process, promotes the principality of the individual (and her/his physical presence – i.e. brain-based) in learning (Siemens, 2005). Traditional instructions, based on some findings, commonly role teachers as the centre of communication and knowledge resources, and minimize students role to create their own knowledge based on their interaction among others. Since the traditional instruction puts teacher as the resources of knowledge, network based learning (online learning) maximize students role in order to create their own learning path and build own knowledge.

Students are often required to do more in online courses than in traditional courses. To be effective, online instruction required strong methodology and opportunities for students to interact with each other and the instructor (Maki and Maki 2007; Dixon, 2010). Instructors should be minimally active in discussions (Dennen, et al., 2007; Levy, 2008; Shea, Li, and Pickett, 2006; Young, 2006) and use email appropriately (Dennen, et al, 2007; Gayton and McEwen, 2007, Levy, 2008). If instructors dominates all the learning

process, the roles of students in creating learning path will be decreased and effectively restrict their opportunities to create their own personal learning network.

Collaborative activities is required to guide students into meaningful experience, and it is helpful as an instructional scaffolding to encourage low-achievement students engage in instruction more. However, in most online courses, traditional instructor-centered examination remains the primary means for assessing student performance, and collaborative learning is undervalued and so marginalized (Swan, K., Shen, J., & Hiltz, S. R., 2006). It is important to value collaborative activities and the efforts that students demonstrate as a group in order to achieve the objectives. Collaborative learning will be more successful when it is valued, and that any such assessment should begin with a very specific understanding of desired learning (Swan, K., Shen, J., & Hiltz, S. R., 2006).

Researchers have also found that successful online collaborative discussion is directly linked to its assessment (Hawisher et. al, 1997; Jiang et. al, 2000; Swan et. al, 2000; Swan, 2001). Simply put, this means that to encourage collaborative discussion one must grade it. Discussion participation must count for a significant portion of the course grade and individual discussion postings must be individually assessed. A requirement of a particular number of discussion postings per week or per course module will help ensure students participate in discussion (Swan, K., Shen, J., & Hiltz, S. R., 2006). Collaborative is the main activity of networked learning or connectivism theory of learning, because the core point of connectivism is that the knowledge lies among the interaction of students.

Having collaborative strategy as main process of learning is required full attention on how should learning be assessed. Assessment in most of learning strategy drives learning outcomes and are essential for the design and structure of a learning environment (Comeaux, 2005). Classroom assessment can provide instructors with immediate feedback to promote student learning progress and help students take ownership of their learning (Vonderwell et. al, 2007). Before teachers assess students learning, it needs to be specified what process or behavior that will be appointed as assessment variables. Clear and explicit variables usually can encourage students to achieve learning objectives and be active on every phase of learning.

Focus of this study is to define how content richness score (CRs) and contribution index (CI) can help teachers to describe level on collaboration that every student demonstrate. The distinction of assessment in this study only focuses on assessment for learning, that is assessment whose purpose is to enable students, through effective feedback, to fully understand their own learning and the goals they are aiming for (Elwood & Klenowski, 2002). To achieve the aim of the study, this research was guided by the following research questions: a) Can Content Richness Scores (CRs) and Contribution Index (CI) be a valid indicators to measure students level engagement? b) How does connectivism contribute for students to engage meaningfully in instruction?

METHODS

This study, conducted in Educational Technology Department of Educational Science Faculty of Universitas Negeri Malang, utilised a development research design called ADDIE. ADDIE is a paradigm and systematic design to develop instructional materials and model (Branch, 2009). The method is selected on some strictly consideration, including: a) ADDIE is one of foundation to instructional development, it has general guide that ables to be implemented on various purposes of instructional studies; b) The flexibility, that the method has, could allow researcher to develop multi product in the concurrent time; c) Some findings conclude that ADDIE has a high potential to establish an effective instruction because it systematically helps teachers to perceive the detail elements of instruction (Branch, 2009).

The procedure sometimes could overlap and be interrelated to each pase. However, it bring the ADDIE process into high dynamic guideline for developing effective and efficient instruction model and materials. The process could be described on the image bellow:

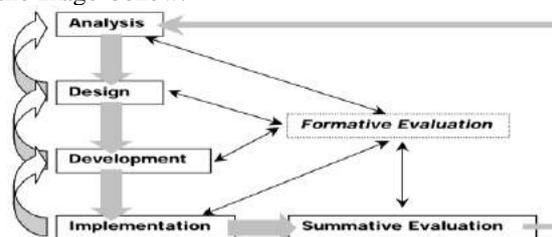


Figure 1. The ADDIE workflow (McGriff, 2000; Braxton et. al, 2006)

In this paper, we focus on how content richness score (CRs) and contribution index (CI) could describe learning progress of the students in networked environment (connectivism learning). The development itself guides on how connectivism learning model be implemented in the

course, from analysis phase through evaluation phase. This study also determine the weakness and the advantages that the model meets according two assessment variables in networked learning.

The participants involved in this research are 77 undergraduate students from Educational Technology department, Universitas Negeri Malang. All of the participants are enrolled in Photography course, which aimed to equip students with knowledge and skills to use various photography concepts and techniques to create images related to education and entertainment. The course final assignment is that the students need to organize a photo exhibition that shows their own work on photography. In order to do that, students need to collaborate in a social learning platform called Schoology, to explore materials and references to manage the exhibition.

In the first phase of ADDIE, they are required to fill some form that intended as the process of learner analysis. The instrument is open-closed questionnaire that sent to them through google form. The questions relates to internet and social interactions literacy that the students commonly use. Students are asked individually about what they generally use internet for, the time span that students use in a day on internet, and also the facilities that they have to interact in social media. This is the part of course requirement, that needs to be analyzed in order to construct connectivism learning be suitable for the students.

Connectivism describes learning as a process of connecting specialized nodes of information sources (digital learning theories). It states that knowledge is the creation of interaction among entities, that could be between people, or people with materials. Based on the assumption, connectivism believes that collaborative (interactive) and cohesive environment that includes group work, regular assignments, and solid feedback are needed for success in networked environment (online learning) (Dixon, 2012).

Thus, connectivism learning, which is facilitated by social networks, play an important role in the learning process by expanding the possibilities of learners to reach new sources of information, and by providing (existing and latent) channels for open collaboration among individuals (Greenhow, 2011; Chung & Paredes, 2014). Learning in connectivism context forms student's high decision making skill, it means that students are trained to choose what to learn and the meaning of incoming information is seen through the lens of shifting reality (Pettenati & Cigognini, 2007).

Communication process occurring in connectivism learning involves interaction among students and learning environment. To build a new form knowledge, collaboration activities require a progressive assessment for each phase of learning (elaboration, exploration, and confirmatory). Content Richness Score (CRs) and Contribution Index (CI) are two variables which measure the level of engagement that students develop. It can be concluded that the new knowledge (conclusion) comes from a meaningful interaction and collaboration among team members or group.

Content Richness score (CRs) divides the message that students send based on it's features, such as length (Licoppe et al., 2005), channel of dissemination (Peters, 1999; Licoppe et al., 2005), content (Pérez-Alcázar et al., 2003), and meaning (Gilbert et al., 2005). It will form the pattern of communication (discussion). The more content relates to the learning objectives, it will enhance their learning process. On the contrary, if the messages that the students send lack of meaningful content, there will be so much barrier for students to create conclusion or the new knowledge.

In contrast to the CRs, Contribution Index (CI) is the notion to measure the level of participation in social learning context (Gloor et. al, 2003). In social learning context, students need to engage into highly interactive dialogues, they must actively responds the problem that the group facing. The retention on delivering the messages and receiving messages indicates the level that the student has to built interactive network in groups. CI level on a student represents the portion of effort that student obtains to solve the problem. It also can divide the students based on their characteristics, such as learning motivation, cognitive skills, and self confident (esteem).

Quantitative and qualitative data are used to provide better understanding of the application of two variables of assessment in networked learning (connectivism). These data enable complete pictures of students collaborative process during the instruction, which includes in-depth and comprehensive process of achieving learning objectives from students perspectives. However, in this paper, the calculation on quantitative data only be focused to measure CRs and CI.

In advance of calculating CRs, we need to describe the various messages (content) that will probably appear on the interaction among the students. Content Richness score (CRs) range is at 0 to 1. If a learner's CRs is 0, that means his or her level of contribution richness to the discussions is non-existent. On the other hand, a CRs of 1 means a highly meaningful participation and engagement in course and group discussions. The importance of the CRs for this study is that we can measure 76 learner's performance related to his or her level of

engagement in a social learning environment, and this metric can help us to determine if there is such relation between these two indicators (Chung & Paredes, 2015).

Table 1. Level of learner’s engagement to learning based on CRs

| Interval | Description |
|-----------|---|
| 0 | Level of contribution richness to the discussions is non-existent |
| 0,1 – 0,3 | Less meaningful contribution |
| 0,4 – 0,6 | Average meaningful contribution |
| 0,7 - 1 | High meaningful contribution |

Table 2. Content categories and their assigned weights, with examples (Chung & Paredes, 2015)

| Weight | Content Category | Message Example |
|--------|------------------|--|
| 0 | Empty | “Alright, see you later!”; “Bye”; “Thanks” |
| 1 | Team building | “Excellent work, team!”; “The last task has really got me enjoying this group work” |
| 2 | Dissemination | “I submitted the last version of our report”; “The deadline has been extended” |
| 3 | Coordination | “Let’s meet tomorrow at 7pm”; “I can write section of the report. John, can you do the other part and Emily integrate it all?” |
| 4 | Collaboration | “Dear peter, i think your answer to question is correct. However, i found this article in which the authors analyse the issues from the different perspective. Please consider also ...” |

Content Richness (CR) is a measure of learning engagement in a dialogic context where the meaningful information exchange among team members drives the individual and group learning process and is thus evidence of learning (Chung & Paredes, 2015).

If the learner mostly received messages, then his or her contribution index will be close to -1. On the other hand, if the learner mostly sent messages, the contribution index will be close to +1. In terms of social learning we are looking for highly interactive dialogues. A contribution index near to 0 is indicative of a balanced dialogue of the learner with his or her team colleagues (Chung & Paredes, 2015:248).

Table 3. Contribution index criteria (Chung & Paredes, 2015)

| Interval | Description |
|--------------|--|
| -1 to -0,4 | The learner mosly receive messages |
| -0,3 to +0,3 | The learner successfully create interactive dialogues or engagement in learning activity |
| 0,4 to 1 | The learner mostly sent messages |

FINDINGS AND DISCUSSION

Participants Profile

Prior to this study, 76 of participants were asked to fill the learning contract, the term that used as a learner characteristic instrument. Following tables describe the participants profile based on their internet literacy.

Table 4. The most used social media by participants

| No. | Social Media | Frequency |
|----------|--------------|------------|
| 1. | Facebook | 76 |
| 2. | Twitter | 48 |
| 3. | Instagram | 60 |
| 4. | Google+ | 27 |
| 5. | Path | 1 |
| 6. | Tumblr | 1 |
| Σ | | 213 |

Table 5. Sum of participant’s ownership in social media account

| No. | Accounts Ownership | Frequency |
|----------|--------------------|-----------|
| 1. | 6 | 0 |
| 2. | 5 | 1 |
| 3. | 4 | 15 |
| 4. | 3 | 27 |
| 5. | 2 | 21 |
| 6. | 1 | 13 |
| Σ | | 77 |

According to the table 4 above, the most widely used social media or ESN (enterprise social network) among the participants is Facebook. Then followed by Instagram rated second, and then Twitter. Facebook seems clearly to be the most popular social media, since it might have the largest community in the world. 213 Number of accounts collected from 77 participants, because a participant may have more than one social media accounts. From table 5, it clearly shows that commonly a student has more than one social media account. It indicates that the existence in social media (online environment) becomes the primary need in social interaction, eventhough real life communication offers more emotionally direct interaction.

Table 6. The intensity of internet usage (per week)

| No. | Intensity | Frequency |
|----------|-------------|-----------|
| 1. | Everyday | 48 |
| 2. | 5 to 6 days | 5 |
| 3. | 3 to 4 days | 15 |
| 4. | 1 to 2 days | 9 |
| Σ | | 77 |

Table 7. Variability of participant's gadget when using internet

| No. | Tools | Frequency |
|----------|------------|-----------|
| 1. | PC | 4 |
| 2. | Notebook | 26 |
| 3. | Tablet PC | 0 |
| 4. | Smartphone | 47 |
| Σ | | 77 |

Table 6 and 7 show that the participants in this study have high accessibility to interact in an online environment. Owing personal gadget allows them to access information from social media platforms anywhere and anytime. Based on the learning contract, some of assumptions regarding the participants can be concluded in the following points:

- a. Participants easily learn how to interact in simple interface social media (microblogging) such as Twitter, and complex interface such as Facebook
- b. Participants use social media as a primary communication line to search, inform, or disseminate information
- c. They have high opportunities to create their own learning network based on interaction pattern that they make among others

Contribution Index (CI)

The participants are divide into several small groups based on their task in exhibition, there are: 1) artistic and design group; 2) curation group; 3) property and tools group; 4) programme group; and 5) marketing and publication group. Each of participant is intended to involve in decision making that the group has to generate based on the given problem. For example, each member in curation group needs to give some consideration about every image that will be participated in exhibition, and judge either the image is qualified or not to join the exhibition.

All participants are also joint a large group of discussion. This group is created for all the team member of exhibition, so the result on every small group can be shared to all committee of photo exhibition. The result that established in all small group is announced in the large group, in order to adjust every need

and decision that related to the programme. In the large group of discussion, all participants reserve to question the result that every small group create. The pattern of communication in large group usually tends to be crowded if there is no moderator to lead the discussion.

In large group, along with the collaborative activities such as reading a post learner interaction else has value for learners who post and increase the desire of learning. It is said to be a meaningful cooperative activities (Graham et. al, 2001, in Dixon, 2010:2). Therefore it is important to measure contribution index value. The CI value will be between the range of -1 to +1.

If participants mostly receive a message, it will approach its contribution towards -1. Conversely, if participants tend to send a message mostly then the index value will be close to +1 (Gloor in Chung and Paredes, 2015). Based on the small and large group discussion, the data of CI can be presented in the following table:

Table 8. Contribution index score's for each participant in connectivism model

| No. | Initial | ΣS | ΣR | CI |
|-----|---------|------------|------------|------|
| 1. | AHZI | 0 | 0 | - |
| 2. | AF | 0 | 0 | - |
| 3. | AR | 3 | 0 | 1 |
| 4. | AS | 1 | 0 | 1 |
| 5. | AMC | 2 | 0 | 1 |
| 6. | AB | 6 | 2 | 0,5 |
| 7. | AR | 1 | 0 | 1 |
| 8. | BRA | 1 | 0 | 1 |
| 9. | BO | 1 | 0 | 1 |
| 10. | FDL | 12 | 12 | 0 |
| 11. | IKP | 2 | 0 | 1 |
| 12. | IS | 2 | 0 | 1 |
| 13. | LM | 6 | 5 | 0,09 |
| 14. | LAN | 0 | 0 | - |
| 15. | LNH | 0 | 0 | - |
| 16. | MRZ | 2 | 0 | 1 |
| 17. | M | 3 | 0 | 1 |
| 18. | MZA | 1 | 0 | 1 |
| 19. | MFM | 4 | 0 | 1 |
| 20. | MA | 1 | 1 | 0 |
| 21. | MR | 2 | 0 | 1 |
| 22. | MNDP | 1 | 0 | 1 |
| 23. | NH | 6 | 0 | 1 |
| 24. | NST | 0 | 0 | - |
| 25. | NDH | 11 | 4 | 0,46 |
| 26. | PAE | 7 | 1 | 0,75 |
| 27. | RAPS | 2 | 1 | 0,33 |
| 28. | RN | 0 | 0 | - |
| 29. | RA | 1 | 0 | 1 |
| 30. | RAP | 0 | 0 | - |
| 31. | SA | 0 | 0 | - |
| 32. | SNH | 17 | 8 | 0,36 |
| 33. | SR | 2 | 0 | 1 |
| 34. | SL | 4 | 0 | 1 |
| 35. | SR | 0 | 0 | - |

| | | | | |
|-----|------|----|----|-------|
| 36. | TMN | 1 | 0 | 1 |
| 37. | VECP | 2 | 0 | 1 |
| 38. | WAP | 2 | 0 | 1 |
| 39. | YN | 5 | 0 | 1 |
| 40. | YA | 0 | 0 | 1 |
| 41. | AAA | 9 | 2 | 0,63 |
| 42. | AGS | 0 | 0 | - |
| 43. | BD | 6 | 0 | 1 |
| 44. | DNW | 6 | 1 | 0,71 |
| 45. | DCK | 1 | 0 | 1 |
| 46. | DPS | 0 | 0 | - |
| 47. | DA | 3 | 0 | 1 |
| 48. | FAF | 6 | 0 | 1 |
| 49. | FZ | 7 | 0 | 1 |
| 50. | HD | 2 | 0 | 1 |
| 51. | HDS | 1 | 0 | 1 |
| 52. | HAW | 3 | 9 | -0,5 |
| 53. | IMW | 3 | 0 | 1 |
| 54. | IJ | 9 | 7 | 0,125 |
| 55. | LS | 3 | 0 | 1 |
| 56. | MBAN | 10 | 24 | -0,41 |
| 57. | MWS | 19 | 7 | 0,46 |
| 58. | MZA | 0 | 0 | - |
| 59. | MR | 4 | 0 | 1 |
| 60. | MAM | 4 | 0 | 1 |
| 61. | MZM | 0 | 0 | - |
| 62. | MAW | 8 | 2 | 0,6 |
| 63. | MITG | 5 | 1 | 0,7 |
| 64. | NN | 8 | 2 | 0,6 |
| 65. | NRM | 1 | 0 | 1 |
| 66. | NI | 5 | 9 | -0,28 |
| 67. | RS | 1 | 0 | 1 |
| 68. | RIPA | 12 | 6 | 0,33 |
| 69. | RSI | 1 | 0 | 1 |
| 70. | RTL | 6 | 5 | 0,09 |
| 71. | RY | 2 | 0 | 1 |
| 72. | RF | 0 | 0 | - |
| 73. | RN | 6 | 1 | 0,71 |
| 74. | VSP | 1 | 0 | 1 |
| 75. | WLY | 1 | 0 | 1 |
| 76. | YA | 2 | 2 | 0 |
| 77. | ZDMH | 4 | 0 | 1 |

Index

- ∑S : amount of messages sent by a participant
- ∑R : amount of messages received by a participant
- CI : contribution index

Table 9. Frequency table of contribution index

| Kelas Interval | Description | Frequency |
|-------------------------|--|-----------|
| -0,4 s.d. -1 | The learner mosly receive messages | 2 |
| +0,4 s.d. +1 | The learner mostly sent messages | 51 |
| -0,3 s.d. +0,3 | The learner successfully create interactive dialogues or engagement in learning activity | 9 |
| Non existence messenger | | 15 |
| n | | 77 |

As the tables above display, in the assessment of contribution index context, connectivism learning model shows us that only 2 participants were more likely to receive a message than to send a message, 51 participants send message more than the frequency of receiving messages, and 15 subjects are not active in learning with a none of interaction and communication. Nevertheless, 9 participants are expected to successfully build some interactive dialogue in the environment, and guide the community (environment) to the learning objectives.

The Nine participants are considered successful in establishing an interactive dialogue in a predictable environment. However, all of them are the chairman of each small team (group of discussion) in the exhibition. Every leader of the teams has the responsibility to lead members to perform tasks and obligations. It is hoped that the developed model is capable to encourage minimum 70% of participants to manage an interactive dialogue. However, on this study, the mount of this criteria are: $(9/76) * 100 \% = 11.67\%$.

In this case, Contribution Index apart from it's role can also differentiate the tendency of communication pattern. The participants in this study acknowledge that they need moderator on every discussion they make, and actively lead every member to the objectives. Unfortunately, findings show some opposite result to the goal. Every small group hardly drives the discussion because the chairperson of the each group has no proper capability and leadership to run discussion achieve the objectives. The cause of this barrier is predictably because of chairperson of the group has lack knowledge of the topic that they need to run on.

Content Richness Scores (CRs)

In the settings where social learning is implemented in a web platform, it is also taken into account the strength of messages that appear in the interaction which was built by the participants. From the implemented learning model, we tabulate the number of criteria from the messages that appear in discussions:

In every discussion, it appears that participants use a few tools in discussion process. The opinions that they point considerably have a lack meaningful interaction, eventhough some of participants have delivered a clear message appointed to the problem. The responds that they made can be classified as empty messages, that just responds as an expression of clarification (such as: "really?"; "i don't think so"; "is that right?"). It can be infered that the participants are unaware to the problem, and also they don't have a target to achieve in measured time. It is very useful, in connectivism learning or online discussion, to

provide the limited time for the students to accomplish the problem. In strict time, participants will be aware that they need to achieve something before the time is over. It can increase the retention of communication, along with it's meaningful content.

The table bellow will describe individual's content richness score for participants. It is not surprised that some of participants are unable to send the message or join the discussion. Some intervening variables might be missed to observe, such as the unstability of network that participants, lack of awareness that they have related to learning, or confusion ad negative perception about other members.

Table 11. Frequency Tables of Index Contributions

| Interval Class | Frequency |
|-----------------|-----------|
| 0 | 23 |
| 0,1 s.d. 0,3 | 8 |
| 0,4 s.d. 0,6 | 23 |
| 0,7 s.d. 1 | 8 |
| Zero activities | 15 |
| n | 76 |

Based on the level of CR score, there are 15 participants who have zero activities on every discussion. To clarify this data, interviews have been made to identify about what causes that prevent them to join the discussion. Some causes that can be found are: 1) lack of awareness into the learning process; 2) confusion regarding the role that they need to involve in; and 3) unrespectful among classmate. These problems appear to be important in delivering effective and efficient discussion, especially when the population of participants are varied in some characteristics (such as: age, gender, or attitude).

In other hand, 23 participants in the connectivism learning have a zero contribution, despite the message or comments. They are unable to make decision regarding the problem or to respond others opinions. 8 participants have a low contribution, 23 participants have a moderate contribution. And last, 8 participants have a high contribution in achieving or lead a learning process (discussions). To sum up, there are only 31 participants who have built goal-related-discussions and meaningful conversations in connectivism learning.

In a learning community, 70% of the participants are expected to actively contribute, starting from average contributions level. If modified as a percentage, the number of participants that contributed positively are: $(31/77) * 100\% = 40.25\%$. The fact that the participants whose contribution is still half of

the amount, the developed learning model (connectivism) needs to be revised, either it's in the rule or the phase. The variables that may be the cause of the lack of contributions from participants are personal characteristics, such as introvert or extrovert. It may be that the actual social relations in the environment or in the classroom. To see this relationship, it could also be provided sociometry instrument for the participants to describe the pattern of relationship that they've made.

IMPLICATIONS AND CONCLUSION

The learning process that occurs in connectivism models has the following characteristics (Moral, Cermea, and Villalustre, 2013:106):

1. The distribution of knowledge through a network (internet)
2. Exploration traces of knowledge
3. Basic thinking of the source is taken
4. Ease of adaptation of learning styles within each network
5. Facilitated knowledge transfer within the network

Interactions that occur in the course can be a valid predictor of outcomes. Contribution Index (CI) and Content Richness score (CRs) have high capability to track students learning progress, and to measure how a learning model affects the student's level of activities or engagement.

In the role of assessment variables, CI and CRs need to be explainde to students (participants) before the learning starts. They need to build a sense of awareness into the learning process by actively engage in the discussion ar any other activities that related to collaborative or cooperative. CI and CRs value the learning process that students demonstrate based on the interaction that has been developed. Regardless to the learning process, students must know the criteria that will be measured for their achievement.

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PROPHETIC LEADERSHIP OF SCHOOL PRINCIPAL

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ABSTRACT

The school principals are an important agent within school daily life. As person in charge in an educational process, they should take care about their students improvement. The students must reach their optimum potentiality on personal ability, religious attitudes, values practised, self control and self esteem, personality, cleverness, social sensitivity, and life skill in order that they can make contribution to the society. Concerning the matter, education based on prophetic values gives a holistic atmosphere to fulfill the idea of educating young generation. This research employs qualitative method with case study perspective. The research describe focusses: (1) the prophetic values in school daily life, (2) the strategies of the school principal in order to accomodate prophetic values, (3) prophetic values that the school principal works for it in stakeholders lifes, and (4) prophetic values that the school principal shows. Informans are the principals of SD YIMI Fullday School Gresik, SDK Santa Maria II Malang, SD Metta School Surabaya. Individual data of SD YIMI Fullday School Gresik describe prophetic leadership as a dynamic activity through learning process in school daily life that harmonize between intellectual tradition and spiritual consciousness. Individual data of SDK Santa Maria II Malang describe prophetic leadership as a process of empowerment based on human good nature. Individual data of SD Metta School Surabaya describe prophetic leadership as a dynamic process that encourages human being precious life to reach its fullness. Based on multy case data, the research come to four conclusions: (1) school principals employs personal and fungsional approach for conservating prophetic values in school daily life, (2) schools principals make a meaningful activities for accomodating prophetic values within schooldays, (3) school principals empower values, and (4) stake holders say that school principals influence their daily life. As the conclusion, prophetic leadership is a capacity to enactment the prophetic values.

Keywords: leadership model, school principal, prophetic leadership

The school principal, as an agent of change, should retain the basic values of institutions. The basic values are the crystallization of sublime experience that contains an inspirational and normative values by which one will always keen-motivated to make it happen. The basic values that can be sourced from philosophical beliefs, socio-cultural, political, economic, or religious.

Based on the basic values that bring the citizen school principals to change. If a change in the surrounding incompatible with the basic values, the principal is obliged to affirm the basic values that must be followed by the school community and stakeholder education. Tobroni (in Arifin, 2014:7) confirmed that the leadership based on values is a realization of the 21st century is called the century of the values or the values age. The ugliness of the times that appear in the present is seen as a result of the crisis of values (Arifin, 2014:8).

The context of the discussion of "leadership that based on values" introduced a new genre of leadership, namely the prophetic leadership (Hadi, 2012:xv). This model states that exemplary behavior in the form of prophetic wisdom, messages and life have contextual dimension that continually missed his presence when the human condition that is not able to demonstrate clearly the basic values that deserve to be followed.

Religious-based educational institutions inculcate religious values to all citizens. They have an awareness in carrying out religious values. Religious-based educational institutions put religious values into practice in daily lives in order to contribute positively to the environment. There was a process of transformation of religious values into the values of life that is manifested in the lives of students. On the basis of this understanding, the system of educational institutions based on religion is a planned effort to make the students familiar, caring, and internalize religious values and practice them in daily life in the community.

Religious-based educational institutions is already offering an environment that conditioned the birth of mainstream values based on religious principles derived from the prophets. In line with this concept, religious-based educational institutions believe that someone would have to walk and live by understanding and believing the main principles to live as a noble creature. Within this context, the researcher saw that literature that answers the question "How does the principal show the prophetic leadership?" is still limited. On the basis of this reality, researcher considers that theme of prophetic leadership deserves to be further investigated.

There are several studies that have relevance to this study. In 2003, M. Thurmudi (in Sahlan, 2009:10) had conducted research *Praktek Pendidikan Agama Islam di Sekolah*. In this study,

Thurmudi finds that there are five dimensions in the practice of religious education, namely (1) the dimensions of knowledge / religious knowledge, (2) the dimensions of ritual / religious practices, (3) the dimensions of ideology / belief / religious belief, (4) the dimensions of experiential or dimensional experience / religious feeling, and (5) the consequential dimension / religious effect.

Then, Masdar Hilmy did a study *Islam Profetik (Substansi Nilai-nilai Agama dalam Ruang Publik)* in 2008; which its focus is religion in the universal perspective. The study found that it displays in terms of prophetic religion liberate humanity from all forms of shackles and oppression.

Furthermore, Asmaun Sahlan had done research *Mewujudkan Budaya Religius di Sekolah (Upaya Mengembangkan PAI dari Teori ke Aksi)* in 2009; which is the focus of research is the development of PAI in realizing the religious culture in schools. Sahlan's study found that the need for systematic efforts to develop Islamic Religious Education (PAI) so that the religious culture in schools can be realized. These efforts include (1) the addition of classes, (2) improving the quality of learning, (3) development of extracurricular, and (4) cultivation of religious values.

Thurmudi's research (2003), Hilmy's research (2008), and Sahlan's research (2009) show only the implementation prophetic values of Islamic practice in school life. The research findings still exist in a similar normative level. On this fact, the researcher asked "what kind of leadership if there were an research on principals who have different religious backgrounds?" Coinciding with this question, in 2013, Pani Hadi wrote *Hamengku Buwono IX Inspiring Prophetic Leader*. The contents of various articles in anthologies that inspired the concept of prophetic leadership is defined as a model of leadership that embodies the values of the prophetic aimed at the welfare of mankind. This inspiration gave birth to further questions as "What is the prophetic leadership applied to the school principal?"

METHODS

This study employs a qualitative research approach. A qualitative approach is an attempt to understand the subject from the standpoint of the subject itself (Arifin, 1996:50). Bogdan and Biklen (in Ulfatin, 2014:23) formulate qualitative approach as a research procedure that produces descriptive data of the person or the behavior observed. Ulfatin (2014:23) defines qualitative research as:

The research aims to understand the phenomenon of what is experienced by the subject of the study such behavior, perception, motivation, action and others, holistically, and by way of description in the form of words and language, in a specific context that is naturally and by utilizing various scientific methods.

The main data sources are the principals of SD YIMI Fullday School Gresik, the principal of SDK Santa Maria II Malang, the principal of Metta School Surabaya. Each of them interpretes the prophetic leadership. This study is not intended to test the hypothesis, but to collect the data, to classify it, and to interpret it in order the researcher finds a new principle that can be described through an exposure of research results (Ulfatin, 2014:24). The next source are some informants who were selected on the recommendation of their principal. According to Lincoln and Guba (in Moleong, 2010:132) states that, "the informants help the researcher in order that the researcher can be able to immerse in the local context". The informants assist the researcher in collecting as much as possible data in a relatively short time. Informants consist of two teachers (educators), three students, three school staff (TU employees, security guards and janitors), and two parents. The researcher got information from informants about the form of prophetic leadership shown by the principals.

This study carried out by following a process of qualitative research "case study type". The case study is a series of exploratory activities to create descriptions and analyzed intensively and detailed a symptom or social unit such as individual, group, community, or institution (Wiyono, 2007:77). Ulfatin (2014:25) formulated the case study research method emphasizes disclosure of the data, the facts in detail to an object or event. Figure 1 shows the process of case study research.

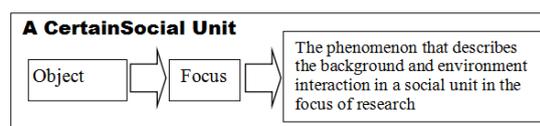


Figure 1. The Process Of Case Study Research by Miles & Huberman (in Ulfatin, 2014:50)

Figure 1 above formulates a case as a "phenomenon of some sort occurring in a bounded context". In the context of research on "the Prophetic Leadership of School Principal", prophetic leadership is a phenomenon in social interaction in a social unit school. Therefore, the nature of this study is exploratory and descriptive for the answers to the question "what" is found through a study of the background circumstances and environment interaction in a social unit (Arifin, 1996:57; Ulfatin, 2014:59).

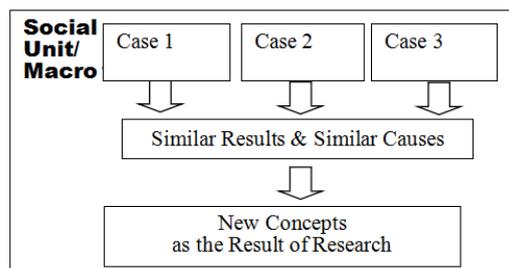


Figure 2. Multicase Research (Arifin, 1996:60 & Surbakti, 2006:205)

Furthermore, figure 2 shows multi-case studies as the study of the two or more subjects, settings or data storage (Arifin, 1996:59). Procedures of multi case study departs from the single case to subsequent cases, so that the cases studied had two or more subjects (Arifin, 1996:60). In this study, there are three principals as the subjects of the study. Multi case study is an attempt to better understand the focus of research because the second data will sharpen the first data and the third data will sharpen the meaning of the first and the second data. Miles and Huberman (in Ulfatin, 2014:67) assert that by multi-case studies, the researcher can make precision, validation, and stabilization of the findings.

RESULTS AND DISCUSSION

Findings of Individual Cases

Prophetic Leadership strengthen school leadership models and strengthen the character of the school. It is based on the findings of research. The following are the findings of the three studies on three principals of elementary school concerning on the prophetic leadership.

Findings in Case 1 (SD YIMI Fullday School Gresik)

The research findings will be presented in the order in the focus of research.

Prophetic values spread by the principals to stakeholders.

Firstly, school as a place to develop a prophetic character; and, learn the values of the Islamic faith are values received from the principal. Secondly, religious activities throughout the school community; development of potential interest-talent students; development of life skills; learning environment; social learning; silahturahmi; religious tour; in any opportunities, the principal gives prophetic values in the life of the school community. Thirdly, 3) Effect of prophetic value in the lives of stakeholders can be felt in the life of the school community. It makes the teaching profession as a vocation that must be lived voluntarily and that to be

charitable-worship; sharing to improve the quality of life and togetherness; jointly improve welfare. Then, the students know the behavior that are expected to emerge, namely: to understand, appreciate, and memorize the holy Koran; prayers; not arrogant; polite; do not talk dirty and rude; not hostile; talk and behave delicate to anybody; study diligently; not ignorant and fight; not naughty, not ignorant, and do not steal; filial to parents and teachers. Furthermore, employees feel comfortable and familiar with each other, help each other, work with sincerity and devotion. Finally, recognizing the importance of values prophetic, parents encouraged to participate in filling the Buku Anak Saleh; participate in school activities; provides sharing of experience in carrying out religious activities.

Principal's strategy for conserving prophetic values in school life.

Firstly, the principal leads with religious principles and mobilize teachers, employees, students, and members of the community to do something to the success of education programs in schools. The school principal also provides exemplary life in everyday life at school. Secondly, the principal gives respect to his subordinates; communication to build understanding; deliberation to find the word consensus to create a school as a working environment that embodies the values of prophetic harmonious, healthy, dynamic, and comfortable so that members can work with the full productivity and obtain the highest job satisfaction.

Principal's strategy for accommodating prophetic values in school life.

Firstly, the principal of the school invited residents to run the Five Pillars of Islam; start and end teaching-learning activities by praying and reading the Holy Koran; give quality time as a means to relate with parents to strengthen and develop the potential of the heart / conscience / affection of school community based on the prophetic values. Secondly, principal uses self-evaluation tools based on the verses of the holy Koran, the *Buku Anak Saleh*, and the formation of *laskar kebersihan* to correct the behavior of people in schools that do not correspond with the values developed by the school. Thirdly, the principal builds personal character so the school community sees him as a good person, can guide, can be an example and role model, assertive, professional, work according to schedule, active activism, still young but knowledgeable to develop the habits and behavior of people in schools commendable and in line with the prophetic values instilled by the school. Fourth, the principal invited residents self-assess / evaluate programs / activities with mirrored to interpret the verses of the holy Qur'an that

constantly read and ponder both at school and in everyday life to develop the school as an environmental milieu learning in line with of the prophetic values.

Principal's strategy for introducing prophetic values to stakeholders.

Firstly, school is the place to build a noble character and liberation from ignorance of the law, stories of the prophets, and the story of the Prophet Muhammad's example is a prophetic values. Secondly, the lack of participation of parents and the community to make the school as a source of the emergence of awareness of religious duty are the obstacles in incorporating the values of the prophetic in the life of stakeholders.

Findings in Case 2 (SDK Santa Maria II Malang)

The research findings will be presented in the order in the focus of research.

Prophetic values spread by the principals to stakeholders.

Firstly, the principal instill the understanding that school is a place to live Christian values and relationships between the school community is the basis to form a communion of life. Secondly, the prophetic value internalized by the principal affect the lives of stakeholders. In this context, the principal instills understanding that teachers educate children with exemplary attitude; have personal integrity. Then, principal ask student for being honest (not lying), hard work, responsible. Students should not talk dirty words, be discipline, not underestimate the little things, like helping a friend, be polite; engaged in activities along with the poor people in the month of Ramadan as a form of sensitivity to the surrounding environment; be sensitive and concerned about the condition of others, behave, prayerful and to the Church; help others.

Principal's strategy for conserving prophetic values in school life.

Firstly, principal embrace all people in schools; meeting to build understanding and understanding of teachers; empathy (putting yourself in the other person's position) to move the teachers, staff, students, and members of the community to do something to the success of education programs in schools. Secondly, principal gives exemplary action.

Principal's strategy for accommodating prophetic values in school life.

Firstly, principal School invites residents to always remember/ keep returning to the fundamental source/ destination where school principals as a way of strengthening and developing the potential of the heart / conscience / affection of school community based on the prophetic values. Secondly, leadership as a form of appreciation of the values of life as a nun; monthly regular meeting; The annual work meeting, recollections and retreats and as a medium to reaffirm the important role the vision and mission of the school as a means of correcting the behavior of parents that is not in accordance with the values developed by the school. Thirdly, principal develops the habits and behavior of the school community are commendable and in line with the values instilled by the school prophetic. The school principal shows attitudes down to earth, simple, like smiling, friendly and nice, while respecting the people.

Principal's strategy for introducing prophetic values to stakeholders.

Firstly, educate according to the example of Jesus; faith in divine providence; solid; sensitive; live in fellowship; equality of dignity; becoming a whole person is a prophetic values championed Principal in the life of stakeholders. Secondly, participation and low parental participation in school activities are obstacles in the prophetic enter values in the life of stakeholders.

Findings in Case 3 (SD Metta School Surabaya)

The research findings will be presented in the order in the focus of research.

Prophetic values spread by the principals to stakeholders.

Firstly, principal states that school educate its students in high morality, integrity, courtesy of manners and language, the benefits of science, and generosity as an expression to give students the atmosphere of Buddhism. Secondly, various school activities into opportunities that were principals in the prophetic enter values in the life of the school community. Thirdly, the principal gave the understanding that the first teacher attitude is exemplary; firm but not hard; harmonious interaction with all teachers; train reverence and devotion to parents; fosters responsibility of the student; loyal to the school and to participate actively in these activities; *Di Zi Qui* is applied in everyday life.

Principal's strategy for conserving prophetic values in school life.

Firstly, the principal of Siddhartha Gautama is applied as a way to mobilize teachers, employees, students, and members of the community to do something to the success of education programs in schools. Secondly, the

principal applies the messages in the book *Di Zi Qui* as a guide to creating the life of the school as a working environment that embodies the values of prophetic harmonious, healthy, dynamic, and comfortable so that members can work with the full productivity and gain job satisfaction highest.

Principal's strategy for accommodating prophetic values in school life.

Firstly, principal strengthen and develop the potential of the heart / conscience / affection of school community based on the values prophetic by pointing out that since its establishment, SD Metta School carrying value of "educating the heart and soul of the young" as a slogan. Secondly, the principal trains the values taught by the book *Di Zi Qui* as a way for correcting the behavior of people in schools that do not correspond with the values developed by the school. Thirdly, principal develop the habits and behavior of the school community are commendable and in line with the values instilled by the school prophetic. School principals develop personal character well, a draw in making the decision, decisive, authoritative, knowledgeable, courteous, make people comfortable, friendly, exemplary, professional, humble, neat, clean, like a smile, friends talk to men, open, diligent, not late, become the idol of students, discipline; patient. Fourth, know the message of Buddhism through education in order to become a virtuous person.

Principal's strategy for introducing prophetic values to stakeholders.

Firstly, Siddhartha Gautama taught how man can live happily. It will happen if man knows the source of suffering and an eight way to achieve happiness. Secondly, lack of understanding as well as low parental participation in school activities is an obstacle for introducing the prophetic values in the life of stakeholders.

Discussion Within A Multicase Perspective Prophetic Values Spread by the Principals to Stakeholders

The study findings showed similarities across cases of three principals. They were able to bring the people crossing times difficult transition in the life of the institution. Courage is based on the belief that the fruit will bring good thoughts. It is accompanied by the ability to establish relationships and communication.

The theory of personality traits analyze the characteristics and personal characteristics that differentiate leaders from non-leaders. Factors that comes from himself, that notion is

concerned about leadership, values, or the pursued within the leadership, or the experience of placing a charismatic leader to have such attributes, enthusiastic and courageous (Robbins, 2003:433). More profoundly, there are six characters that distinguish leaders from non-leaders, the ambition and passion, the desire to lead, honesty, and integrity, confidence, intelligence, and knowledge relevant to the job (Kirkpatrick in Robbins, 2003:433). In addition, people who have a nature-aware strong self - that is, very flexible in adjusting behavior merela into different situations - likely much greater emerge as leaders in groups rather than their nature-aware he was weak (Dobbins in Robbins, 2003:433).

The principals is intelligent and visionary figure. Foresight expressed by them are the result of thinking about how to improve the quality of self-agency, both personnel, management system, organizational structure, as well as infrastructure. They prioritize responsibility, devotion, and obligations that must be fulfilled in undertaking the vision and mission of the institution. In this regard, Imron (2014:6) states that the leadership prophetic in educational institutions is a leadership hearts, educate the conscience (conscience), your sincere heart is always positive and filled with a sense of devotion to God and always wanted to uphold morality in context the institution he leads.

Prophetic leadership style in building organizational culture can be carried out by four steps:(1) the pure intention of building an inner quality is excellent in the lead. With a prime inner quality, community organizations will have the full attention to each task; (2) develop a quality culture by building a core belief (core believe) and core values (core values) to community organizations that live and work essentially the worship of God, it must be done with the best; (3) develop brotherhood among members of the community, so that collaboration, synergy between individuals and groups/units within the organization can be created to empower the potential and power to the fullest; and (4) develop ethical behavior in working through the cultivation of gratitude and patience in undertaking. Thus, theoretically prophetic leadership is the ability that reflects the spirit of religious consistency humanizing, liberating, and a new dimension of divine solid-match with a human dimension.

Prophetic leader runs his leadership not only by using his intelligence alone, but at the same time involve the Lord God Almighty, through guidance or instructions received from Him. His life is an investment for the humanity of the higher, nobler, and more dignified. The size of which is open and can be known by the public, the leadership prophetic educational institutions have a behavior measured in the form of (1) uphold virtue, (2)

resolve the conflict for the good of all, (3) conduct mutually beneficial cooperation, (4) to think of the next generation, (5) share and personal initiative, (6) honesty and personal responsibility, (7) an example of serving, and (8) caters for all.

Principals' Strategy for Conserving Prophetic Values in School Life

All principals lead the school in a multicultural city where people store large cities as a result of the potential problems of various kinds of social background, economic, and cultural population. The three cities that have a high economic growth. However, access to welfare and prosperity feel uneven. This situation has the potential to cause social problems. Thus, if the high expectations for the work, but without the depth of religious and moral strength, the young people are in danger of sedentary behavior, disorderly, undisciplined, and away from religious norms.

All principals initiate conservation measures by establishing a personal spiritual wake before forming a spiritual wake the school community. Getting them to move educators, employees, students, and members of the community to do something to the success of educational programs in schools showed that all three showed the same interest in spiritual development that eventually put them on a moral consciousness that upholding universal values life. Furthermore, they succeeded in realizing the condition of the school as a working environment that embodies the values of prophetic harmonious, healthy, dynamic, and comfortable so that members can work with the full productivity and obtain the highest job satisfaction.

The study findings showed similarities across cases in the strategy for conserving the principal prophetic values in the life of the school community. Prophetic leadership they display is substantive, namely the prophetic leadership born of spiritual appreciation of the three principals and their closeness to the Divine reality and the spiritual world. Prophetic leadership model they converge in personality and behavior of daily life.

Mulyasa (2003:256) states that there are many teachers, staff, and students who are afraid to express their problems to the principal. Problems were they going to distract them in fulfilling the tasks and the ultimate goal of their presence in the school. According Mulyasa, empathic attitude and feel the problems presented by the principal to those who are having problems is a relational alternative to reduce tension in the life of the school. That

way, the school principal maintain good relations and set an example for the entire school community in solving the problem. In the same occasion, the head of school to help lighten their load, which in turn will be beneficial to improve their performance.

Principals' Strategy for Accommodating Prophetic Values in School Life

The study findings showed similarities across cases in the strategy of three principals to accommodate the prophetic values into the life of the school community. All three principals instill key values in the lives of those around him to be disciplined, modest, polite, behave well as honest and sincere. All three principals strengthen and develop the potential of the heart / conscience / affection of school community based on the values of the prophetic.

Spiritual abilities making it able to take into account the situation, place, and context in attitude and action. Leadership behavior is the fruit of reflection and contemplation of mental and spiritual. A leader is always the audience is expected to be an example. His behavior, his speech, and even his appearance is expected to contain no reproach. Intelligence, good manners and even physical and spiritual strength is expected to have a quality above average.

The leader is a projection of all kinds of virtues. Outward expression is never angry: angry against virtue because by the time a person gets angry he loses self-control. The headmaster correcting the behavior of the school community are incompatible with the values developed by the school based on the manual / checklist that is used as the standard of behavior expected. He would keep reminding his subordinates not to commit the same mistake on another occasion, but he speaks not with "grumpy". Although he has a firm stance and firm stance, he remains "nguwongke" subordinates. Because it forms a correction of deviant behavior displayed by them not as retaliation or punishment, but as a consequence of the choice of action has been decided. That way, the three principals to familiarize people in schools to always think long and weigh weighing the result of a decision before making a decision and do it. That way principals develop the habits and behavior of the school community are commendable and in line with the values instilled by the school prophetic is not the method to frighten, but rather the method of sharpening, compassion, and parenting. Under conditions of this study, the principal still able to maintain authority in accordance with their rights and responsibilities. Deeper, head of development of the environment of school life as a learning environment that is consistent with the values of the

prophetic through positive radiant energy, their own creativity, emotional stability, and constancy of their personal spiritual growth developed.

Principals' Strategy for Introducing Prophetic Values to Stakeholders

The study findings showed similarities across cases of three principals in perspective shows local wisdom, in the sense of the wisdom shown by the vision and mission of the institution: community development oriented projects. In this context, all the local's it means the value of Islamic maintained and further developed in SD YIMI Fullday School Gresik, the value of catholicity treated and cultivated in the SDK Santa Maria II Malang, or also the value Buddisme treated and cultivated in SD Metta School Surabaya. All three principals to put the process approach as a way of learning that must be passed by the school community. They did not put the success of education on the foundation that prioritizes the results of mere pragmatism. They were aware of his position as head of the school is a trust that must be carried (in terms of Hindu word "dharma" which means leadership as self service).

All three principals to enter a dimension that does not exist in modern leadership models that tend to do everything so that the specified target is reached (such as the model of management by targets or by orientation). "Matra" is the dimension of "rasa" (the word Java language to express the affective dimension communal) who put personal interests (aspiration or ambition principal) not as the main elements that must be fought, but as an element of "existing together" with elements of the another part of the community (Hadi, 2013:321).

The ability to weigh the "rasa (Javanese word)" will give birth to a balance or harmony which is the fruit of harmony and mutual respect fellow human beings. This perspective makes the society or the "other" as an important part in the existence of "personal"; not as a worker who is positioned as an object or a part of a threat to the ego and the "I".

Keating states that in performing the task of leadership affects a group of people heading to a specific destination, a leader is influenced by several factors (Keating, 1982:18-20). In the case of prophetic leadership, factors that affect leadership are factors derived from itself, that notion is concerned about the realization of the values or religious significance to be a minimum set through leadership. Values or religious significance was moving southwest leadership is concerned that anything he does is

an expression of what he believed in religious life.

Based on the above, the prophetic leadership brings forth dimension to the dimension of divinity. God is a true leader who inspires, influences, serving and stir the conscience of His servants with a very thoughtful approach and exemplary ethical. Therefore prophetic leadership also called leadership that is based on religious ethics and religious intelligence, based on faith and conscience. Integrity and credibility itself is a guarantee for the work and efforts. The soul of compassion or feelings of compassion, generosity, solidarity and mutual assistance and shelter to all those displayed by a prophetic leader is the antithesis of the situation era featuring hedonism, consumerism, pragmatism, and transaksionalisme. Tobroni (in Arifin, 2014:7) confirmed that the leadership based on values is a realization of the 21st century is called the century of the values. Nowadays, people is seen as living in the crisis of values (Arifin, 2014:8).

Propositions as the Result of the Research

After going through the stage of discussion, this section states that research propositions presented in order of research focus.

Proposition 1: Prophetic values spread by the principals to stakeholders.

1. The school principal shows a way of life based on the prophetic values.
2. The school principal uses different ways for implementing prophetic values in the life of the school community.
3. The dissemination of the prophetic values affects the lives of stakeholders.

Proposition 2: Principals' strategy for conserving prophetic values in school life.

1. The school principal embodies the prophetic values.
2. The school principal shows the prophetic value with three aspects: (1) pattern, (2) respect for the dignity of human life, (3) affection.

Proposition 3 Principals' strategy for accommodating prophetic values in school life.

1. The school principal directs each person to be aware of the purpose of human existence and role in the world.
2. The school principal is committed to preserve the prophetic value in order the principal can correct behavior that is incompatible with the school's values.
3. The school principal shows consistency to develop habits and attitudes with the prophetic values.
4. The prophetic values are cared for creating environment of the school as a learning environment that is consistent with the values of the prophetic.

Proposition 4: Principals' strategy for introducing prophetic values to stakeholders.

1. The values worth fighting prophetic principals in the life of stakeholders.
2. Lack of understanding and participation of parents and the community are barriers to grow up the prophetic values in the life stakeholders.

CONCLUSIONS AND RECOMMENDATION

Conclusion

Prophetic Leadership (prophetic leadership) is a genre or the prophetic leadership of the new leadership. Prophetic Leadership featuring a leader who combines intellectual ability, cultural, emotional, and spiritual to serve a lifetime with full sincerity, selfless, except as worship.

Recommendation

Chairmans of the YIMI Foundation Gresik, the Metta School Foundation Surabaya, the SDK Santa Maria II Foundation should deepen the prophetic values within its institutes as a foundation for making of the vision and mission of the foundations.

Principals of SD YIMI Fullday School Gresik, SDK Santa Maria II Malang, SD Metta School should have confidence that the prophetic leadership brings distinctiveness to their school.

Kepala Dinas Pendidikan Kota/Kabupaten should review the vision and mission of every state school. They should be based on thoughts or idea of the founders of the nation and the national history of Indonesia.

Other researchers can make this research as a starting material in performing similar research or advanced research to develop knowledge, especially with regard to the theme of this study, such as the leadership of local

knowledge, educational leadership by implementing local wisdom.

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THE TEACHERS' ROLES IN TEACHING ENGLISH

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ABSTRACT

It is true that teacher's roles are very important in teaching and learning English. Teaching English is an art. It can be divided into two, they are: the mastery of the theory and the mastery of the practice. There must be nothing more important in the world than art. Teaching English is also an art. English may cover a wide range of topics such as stages of the lesson, the classroom management, lesson planning, and other topics. This article will share a few of ideas of how to be a good teacher who mastery the art of teaching English. These responses imply that aside from the teacher's character and personality, which affect his or her teaching, the teacher's support with students also plays an important role in the success of learning.

Keywords: *teaching English, important, good teacher*

Teaching English is an art. In his book *The Art of Loving*, Erich Fromm (1978) says that the process of learning any art can be divided into two parts: the mastery of the theory and the mastery of the practice. Still according to Fromm, there is another factor necessary to become a master in any art. There must be nothing more important in the world than art. Teaching English is also an art, so it requires knowledge and effort. Following Fromm, to master the art of teaching English, one must know the 'theory' of teaching English and the theory of the language itself, and then he or she must translate what he or she knows into the practice of teaching. The art of teaching English may cover a wide range of topics such as stages of the lesson classroom management, lesson planning, and other topics. This paper will share a few of ideas of how to be a good teacher who master in the art of teaching English. More over ...a great teacher is a great artist...(John Steinbeck).

DISCUSSION

A teacher is a manager in a classroom. Manager is the people of management. And management is how to make some one else follows the manager needs. So, the teacher is a person who has a power use peoples to achieve purposes. In teaching and learning process, a teacher is a manager in a class, so, to be a good manager in a class, a teacher should have good strategies. A teacher who has good strategies will get success in teaching learning process. Therefore, it is important a teacher should have good strategies because it can make him or her to be professional in his or her job. According to the statement, it can be found a question of "What makes a good teacher?" Responding to

the question, Jeremy Harmer (2002) collected the following answers:

1. They should make their lessons interesting, so the students do not fall asleep in them.
2. A teacher must love her or his job. If she really enjoys her job that will make the lesson more interesting.
3. The teacher has own personality and does not hid it from the students so that he is not only a teacher but also a person as well, and it comes through the lesson.
4. A teacher has lots of knowledge, not only of his subject.
5. A good teacher is an entertainer in a positive sense, not a negative sense.
6. It is important that the learners talk to the teacher when they have problems and they do not get along with the subject.
7. A good teacher is somebody who has an affinity with the students that they are teaching.
8. A good teacher should try and draw out the quiet ones and control the more talkative ones.
9. A teacher should be able to correct people without offending them.
10. A good teacher is someone who helps rather than shouts.
11. A good teacher is someone who knows the students' names.
12. The teacher needs to have dress sense. It is not always the same old boring suits and ties.

There were some teachers' character and personality which affect the teaching and learning success.

The roles of a teacher

In the classroom, a teacher may play different roles, depending on the stage of the lesson and on the class activity. A teacher is one of the facilitators in teaching learning process. Therefore, a teacher can be described as the center of learners in a classroom.

Harmer (2002) points out that the students need more precise terms than the term facilitator, since any role a teacher takes is aimed at facilitating learning. According to the statement, a good teacher can play as:

Controller

Acting as a controller, the teacher is in charge of the class and the activities in which the students are not working on their own. In this situation, the teacher's role is dominant.

Organizer

In this role, the teacher organizes students to do the class activities. This involves telling the students how to do the activities, grouping, and also stopping. One of the most important roles that teachers have to perform is that of organizing students to do various activities. They often involves giving the students information, telling them how they are going to do activity, putting them into pairs or groups, and finally closing time down when it is time to stop.

Assessor

Students need to get feed back on how they are progressing, so as an assessor the teacher provides feedback and correction and also grading in some ways.

Prompter

As a prompter, the teacher provides help when necessary. The teacher gives a prompt when a student is not sure about something for example; the student who not sure to this or her ability.

In such situations the teachers have to help but they do not want, at that stage, to take charge because teachers are keen to encourage the students to think creatively rather than have them hang on our every word.

Participant

When the students are working in groups, the teacher may join in a group and act as a participant in the discussion.

There is a good reason why teachers might want to take a part in a discussion. For example, it means that they can enliven things from the inside instead of always having to prompt or organize from outside the group.

When it goes well, students enjoy having the teacher with them, participating is often more instantly enjoyable than acting as a resource.

Resource

When the students need some information about something relevant to their learning, they may turn to the teacher. In this situation, the teacher may act as a resource.

Students might ask how to say or write something or what a word or phrase means. They might want to know information in the middle of an activity about that activity or they might want information about where to look for something-a book or a web site for example. No teacher knows everything about the language. What the teachers should be able to offer, however, is guidance as to where students can go to look for that information. Alternatively, teachers need to have the courage to say I do not know the answer to that right now, but I will tell you tomorrow. When teachers act as a resource teacher will be helpful and available.

Tutor

This role seems to combine the role of prompter and resource. This role is needed when the students need guidance on certain projects. The teacher assumes this role with individual students or a small group of students.

It is difficult to be a tutor in a very large group since the term implies a more intimate relationship than that of a controller or organizer. However, when students are working in small groups or in pairs, teachers can go round the class and, saying briefly with a particular group or individual, offering the mentioned guidance. It is essential for teachers to act as tutors from time to time. In this more personal contact the learners have a real chance to feel supported and helped.

Observer

The teacher can observe students do the activities, so later he or she can provide feedback to them. Observation is also useful for the teacher's development in assessing certain materials or activities.

Teachers will observe what students do (especially in oral communicative activities) so that the teachers can give them useful group or individual feedback.

It is often useful, when taking notes on students' performance-either as a whole class, or for individual students-to have column not only for what students get wrong but also what they do right.

Teachers do not only observe students in order to give feedback. They also watch in order to judge the success of the different materials and activities that they take into a lesson so that they can, if necessary, make changes in the future.

Performer

Teachers may consider themselves “actors” or “actresses” who perform in front of the class. Some teachers feel that they are more humorous and energetic in their “show” in class.

Teaching Aids

The teacher as teaching aids means that they use themselves as language models, providers of comprehensible input. When they use miming and gesture they serve as teaching aids themselves.

Students and Teacher

The students and the teacher are the important things in teaching learning process. Therefore, it is impossible the teaching learning process can run well without them. To achieve the good achievement in teaching learning, a good teacher should know the strategy to handle the class and the students. The following statements are some of the basic principles, proposed by Michael Lewis and Jimmie Hill (1992) in their *Practical Techniques for Language Learning*.

- a. Learning is more important than teaching
- b. Teach the students, not the book.
- c. Involve students in the learning process.
- d. Do not tell students what they can tell you.
- e. Show your reactions to what students say.
- f. Students need practice, not you.
- g. Do not emphasize difficulties
- h. Very what you do and how you do it.
- i. Useful and fun is better than either alone.
- j. We all learn best when we are relaxed.
- k. Students can be silent but still involved.

Beyond to the theory of the practice of teaching English, all the theories about teaching will not be much useful if they are not translate into practice. They should serve as guides to action in the classroom rather than dogmas that we have to follow blindly regardless of the context. There is not much to say about the practice of teaching English. Practice may not make us perfect, but it may improve our mastery in the art of teaching English.

There is no established formula for teaching communicative competence skills, so the teacher may choose the teaching style which best suit the students language levels, interests, and learning purpose.

Basic steps are:

Selecting a teaching point

In order to decide which teaching point to emphasize, the teacher may directly ask the students about their interests and needs and draw a list of these in order of importance, or the teacher may follow the suggested topics in communicative competence, and then the teacher selects it.

Providing help in order to enable the students to proceed with the activity.

After selecting a teaching point, the teacher provides help with necessary vocabulary, grammar structure, sample phrases, and background knowledge so that the practice activity may proceed smoothly.

Proceeding with the activity

Here are some commonly used communicative competence activities and sample exercise, starting with low-risk, non-personal activities and going to high high-risk, personal activities. For examples: community-oriented tasks; the bank, what is a checking account? What is savings account? What is interest? Etc.

The other importance in teaching learning is the method. To achieve the target, it is important; a good teacher has variation methods in teaching and learning process. The others activities are; show and tell, oral presentation, replying instruction, problem-solving activities, list, communication games, interpersonal exchange, story construction, social formulas and dialogues, and the role play.

Evaluating progress.

The teacher should not expect students to do the activities perfectly, but he or she should be satisfied when the students can be meaning across. She should never correct the students' errors during the activity because constant correction discourages students. Instead, the teacher takes note silently on the errors. In the feedback session, the teacher should point out the students' strength first, and then point out his errors. In closing, it should be borne in mind that whatever approach or method is selected, factors within and outside the teachers' control could influence the outcome of the program. Teachers should be able to distinguish these, adjusting them accordingly, beginning with ones he could control or change, and adjusting his approach whenever there are factors he could not control at the moment.

There are many methods in teaching learning process

Research and Analysis in Teaching and Learning Literature Review and Methodology

This class is intended to be a forum in which to investigate the paradigms and approaches to educational research that participants can utilize in their Master's Projects. Participants discuss and refine their research questions and examine

methods of data collection within the framework of research plans they design for their projects. Teacher research and action research are particularly emphasized for practitioner researchers. Participants investigate criteria used to evaluate research relevant to education and experience peer review of their own research displayed during the course.

Methods and Techniques of Teaching: Foreign Languages Analysis of teaching specific subject-matter areas, the development of learning experiences, and techniques specific to particular subjects; literature, research, and scholarly content of teaching methodology. Students choose the course appropriate to their area of certification. This course is accompanied by teachers of practicum that includes observation and assumption of teaching and management duties in a public school setting. Students are responsible for planning a schedule of daily activities with their research exploration. Students will examine the research base behind instructional strategies and their efficacy with different types of learners. They will study assessment and accommodation /modification.

Methods and Techniques of Teaching: English Analysis of teaching specific subject-matter areas, the development of learning experiences, and techniques specific to particular subjects; literature, research, and scholarly content of teaching methodology. Students choose the course appropriate to their area of certification. Course work in this sequence is related to practicum that includes observation and assumption of teaching and management duties in a public school setting. Students are responsible for planning a schedule of daily activities with their classroom supervisor, in this case is a teacher.

Methods and Techniques of Teaching: Elementary

Analysis of teaching specific subject-matter areas are the development of learning experiences, and techniques specific to particular subjects; literature, research, and scholarly content of teaching methodology. Students choose the course appropriate to their

area of certification. Course work in this sequence is related to Discussion and Question Development.

Student Teaching

They help students develop skills essential for successful professional educators, including the use of theoretical knowledge to inform professional practice and the cultivation of question rooted in practice to illuminate the meaning of theory.

Using Video to Study Teaching and Learning

Video has become an important tool for teacher education. Both in pre-service and in in-service programs, teachers are often asked to view video from their own or from others' classrooms. In this course, we will examine several of the different ways that video is used in teacher education. For each of these ways, we will explore differences in the videos themselves as well as in the frameworks that are used to analyze the videos. In addition, we will move towards creating new frameworks geared to helping teachers examine their own practices. A portion of each class session will be devoted to investigating a research-based framework for the analysis of classroom video. In the second half of each class, participants will have an opportunity to show and discuss their own video work and the techniques, etc.

CONCLUSION

A good teacher will manage the class well. There are many requirements to be a good teacher. A teacher is not only as the facilitator but also as the controller, organizer, assessor, prompter, participant, resource, tutor, observer, performer, and the teaching aids. A good teacher should be able to select a teaching point, proceed with the activity, proceeding with the activity, and evaluating progress.

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EFFECT OF GROUPING IN COLLABORATIVE LEARNING ON SOCIAL SKILLS

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ABSTRACT

Social benefits of grouping is manifested by the occurrence of psychological engagement and the integrated involvement between members of the group. It is important for emotional health as it generates positive feelings, affection, and friendly. This research aims are: (1) to compare the students social skills between the homogeneous with heterogeneous group in collaborative learning; (2) to compare the students social skills between the high homogeneous group with the high heterogeneous group; (3) to compare the students social skills between the middle homogeneous group with the middle heterogeneous group; and (4) to compare the students social skills between the lower homogeneous group with the lower heterogeneous group. The design of collaborative learning on the research conducted by the reciprocal teaching techniques in a homogeneous and heterogeneous group. The design of this study used a quasi-experimental with pretest-posttest design types. Data were analyzed by using the t test. The results showed: (1) there was no difference on the students social skills between the homogeneous with heterogeneous group in collaborative learning; (2) there was no different the students social skills between the high homogeneous group with the high heterogeneous group; (3) there was no different the students social skills between the middle homogeneous group with the middle heterogeneous group; and (4) there was different the students social skills between the lower heterogeneous group with the lower homogeneous group. The students social skills of the low heterogeneous group is better than the low homogeneous group.

Keywords: *grouping, collaborative learning, social skills.*

Utilizing technology while doing work together is an important part of learning social life, as well as applying learning technologies such as computers, is part of an innovative creative learning environment that leads to the practice of research and education (Pozzi, Manca, Persoco, & Sarti, 2007). Many studies have shown the benefits of cooperation or joint study on the performance (Hwang, Lui, & Tong, 2008).

The learning process in universities in Indonesia in general still producing graduates who incapable to solve problems and collaborate skills. Generally, colleges still yield performance of graduates who have individual skills. In fact, the world of work requiring the services of graduates who have the collaborate skills, so it is still a gap between the demands of the working world with the capabilities of college graduates. As the results of research suggested by Gaspersz (2007) The college graduates incapable to solve problems and collaborate skills. According Gaspersz, it happens because the gap between the performance needs of the working world with the performance capabilities of graduates in Indonesia. The world of work requires the ability of graduates who have the skills to collaborate, while college graduates who have passed the performance of individual skills.

Learning practices in college even though some have introduced a system of collaborative

learning with certain techniques, but most are still implementing learning tends to be classical. Learning that is classically tend to generalize academic achievement and ignore collaboration activities so that the achievement in terms of social skills to be neglected. To balance the achievement of both of these parts or to increase social skills without decrease to the academic attainment, then one solution is to implement collaborative learning so that the gap between the performance of graduates with the needs of the working world can be minimized.

Collaborative learning is basically intended restructure or at least compensate for the shortcomings in the classroom learning traditionally that teacher-centered, by dividing the class into groups or smaller teams to get interaction among learners in certain things intensively and extensively (Buffee, 2000). Intensity and extensity of learning interactions can be achieved if learners learn in a groups. Through constant interaction and thorough in group learning activities are expected bond formation, experience, and learn actively. Collaborative learning environment makes the possibility of an increase in the methods of learning, learners become more active involvement, as well as the improvement of knowledge and skills. Thus, collaborative learning environment emerged as a method of student-centered learning, focused on sustainability and development activities, the performance of meaningful work with the group as a place for strategic interaction.

Managing the collaborative learning environment is basically a way to form and manage groups so happens optimal interaction. The formation of groups based on personality attributes and abilities of learners is the purpose of managing collaborative learning environment. Emphasis the importance of personality attributes becomes the basis for the formation of the composition of the group members. Experts argue that the level of ability, attributes such as gender, ethnic background, motivations, attitudes, interests, and personality (argumentative, extrovert, introvert, etc.) should be of concern in the process of group formation (Martin & Paredes, 2004). Learning conditions with appropriate member composition would allow increased optimization of the learning process. It is worth noting because a group can be formed in a state with the composition of the assortment. If the terms of factor of ability, there are the group members are homogeneous and heterogeneous. The composition of a homogeneous group in a situation may be more optimal than the composition of a heterogeneous group. Otherwise, the composition of the heterogeneous group into a situation may be more optimal than the composition homogeneous group. For that, it needs a way to set the initial conditions of a group, namely with the process of identification of learners properly. Comparing social skills among a homogeneous group with a heterogeneous group in collaborative learning that are the focus of this study.

The group is part of a broad and important for human life and all men must be part or member of a group, both part of a large group or a small one. Included in the learning of the school, learners are generally manageable or to be managed in learning there are a variety of strategies or methods used to create the group. There are grouped based on similar age, abilities, his hobbies, interests, talents, intelligence, the subjects matter or even grouped by blending or combining several types of personality characteristics. Efforts to determine the type of grouping would need a variety of considerations, including grouping in learning, so that these efforts can improve the effectiveness and not be kontrapoduktif. In connection with the arrangement of grouping applied in collaborative learning strategies, the group may set up one of them in a small group consisting of three members for each group based on ability.

Macintyre & Ireson (2002), distinguishes grading based on merit or ability of learners, which is placed in a group of heterogeneous (mixed ability) or homogeneous (same ability).

Heterogeneous group by Kelly (1978) called with mixed ability groups. Heterogeneous grouping become the contribution of high ability on lower ability. Thus the lower ability in group pushed higher ability. However, in terms of high groups could also occur over burdened or even disadvantaged its development by having to wait the progress lower group. Likewise can occur, lower group becomes increasingly lagging behind the progress, which can cause stress or frustration.

Kutnick, Sebba, Blatchford, Galton, & Thorp (2005) looked at grouping and the ability to learn in terms of the composition of the group. Based on the ability and the composition of the groups distinguished by grouping by similarity and grouping capabilities are based on a mixed abilities. The first grouping called homogeneous grouping, while the second is called heterogeneous grouping.

Webb, Baxter, & Thompson (1997) have raised the issue of fairness in learning and social behavior in heterogeneous groups and the opportunity to learn from others, which suggested that all children must participate and learn regardless of race, gender, preferences, or level of learning achievement.

Homogeneous group can be divided into high homogeneous groups, medium homogeneous group, and the lower homogeneous group. In a homogeneous group of low and medium psychologically occur stability for the group conditions of the competition is low, so the mental pressure is low. However, the negative side is no less happening or push or pull to a higher level slightly above the group's ability, because in the group there is no member who has the lower ability. While in high homogeneous group, in common equity capabilities. However, psychologically can occur high level of competition as well as the stimulus occurs to a higher level due to the ownership of the high capability.

Collaborative learning techniques there are various kinds. One technique used in collaborative learning on this research that Reciprocal Teaching (Cerbin, 2010). Reciprocal teaching is one of the collaborative learning techniques that involve learners in learning activities with each other in the group. The technique provides the opportunity for learners to share the role of learners with other learners, so that the learners the opportunity to present and lead the discussion on the learning and teaching materials specific parts. Thus learners act as a learner. In general, procedures reciprocal teaching the learners together to read a text or work on a specific task. Learners in turns into a learner to present the text portion or a specific task. In the process the learners a role presenting the material, leading discussions, asking questions, explaining the material, and summarize the material.

The steps reciprocal teaching in collaborative learning by Cerbin (2010) is as follows: (1) the learners prepare and share teaching materials/text according to the number of members in the group, (2) learners read/learn the subject matter/text each respectively, (3) turns into a learner learn by presenting a part of teaching materials/text respectively, and (4) learners ask questions, discuss, clarify and summarize materials ajamya.

METHODS

This research was designed using Quasi experiments (Creswell, 2009). The independent variable in this study is the grouping in collaborative learning with reciprocal teaching techniques with two kinds of composition of the groups, ie homogeneous groups and heterogeneous groups. The dependent variable is social skills.

The control variables in this study is used to ensure results of the treatments in the experiment is valid, as well as to control the outside factors that influenced treatment dependent variable. The variables were controlled in this study are: (1) the ability of students, (2) the ability of lecturers, (3) the scope of the course material, (4) the lecture, (5) media lectures, (6) the allocation of time, (7) the execution time of the lecture, and (8) an instrument of social skills.

The research was conducted on students of 2014 years entry, Study Program of Primary School Teacher Education, Teaching dan Education Faculty, University PGRI Ronggolawe the second semester of the academic year 2014/2015. Determination of students in each class (group learning) is done randomly, so the state assumed balanced between social abilities. Research subject determined three classes. Classes are used as research subjects were selected randomly. While students are grouped in homogeneous and heterogeneous selected cluster. Data to determine the ability of students as the basis for the formation of groups of homogeneous and heterogeneous obtained from the results of academic potential test at the time of new admissions.

The instruments used were a questionnaire of social skills. Social skills questionnaire used to collect the data, has been tested in advance to obtain a valid and reliable instrument. Instruments are given before and after treatment. Data after treatment is used as the data analyzed in this study.

The data analysis in this research include descriptive analysis and inferential analysis of data for the purposes of testing the hypothesis.

Descriptive analysis is done to provide a description or illustration of the data collected without intent to generalize. Inferential analysis is used in order to test the hypothesis. Therefore this study to examine the differences of the two variables, we used the t test (Hair, Black, Babin, Anderson, and Tatham, 2006). Before testing the hypothesis, first tested the requirements analysis, namely data distribution normality test all the groups, and the homogeneity of variance test between groups. To test for normality of distribution used Kolmogorov-Smirnov Test. As for the homogeneity test variants used Leven's Test. Statistical hypothesis testing performed at a significance level of 5% or $\alpha = 0.05$. All statistical analysis using SPSS 19.0 for Windows.

RESULTS AND DISCUSSION

Comparison of students' social skills between a homogeneous group with a heterogeneous group in collaborative learning

The hypothesis of this study is no difference between the students' social skills homogeneous group with a heterogeneous group in collaborative learning. Results of t test showed that t value of 0.36 and significance value of 0.97. Hence a significance value of $0.97 > 0.05$, then the decision was made to accept H_0 . That is, that the social skills of students between homogeneous groups with a heterogeneous group in collaborative learning do not differ significantly. The results of descriptive analysis showed that the average homogeneous group value of 118.62 and the average heterogeneous group value of 118.67.

Furthermore, based on the results of this study can also be known results of the comparison for each of the groups that exist in a homogeneous group and heterogeneous group.

Comparison of social skills between high homogeneous groups with high heterogeneous group in collaborative learning

Result of t test showed that t value of 0.954 and a significance value of 0.35. Hence the significance value of $0.35 > 0.05$, then the decision was made to accept H_0 . That is, there is no difference between the students' social skills of a high homogeneous groups with high heterogeneous group in collaborative learning. The results of descriptive analysis showed that the average of high homogeneous group of 125.32 and the average high heterogeneous group of 124.21.

Comparison of social skills between middle homogeneous groups with middle heterogeneous group in collaborative learning

Result of t test showed that t value of 2,72 and a significance value of 0,78. Hence the significance value of $0,78 > 0,05$, then the decision

was made to accept H_0 . That is, there is no difference between the students' social skills of a middle homogeneous groups with middle heterogeneous group in collaborative learning. The results of descriptive analysis showed that the average of middle homogeneous group of 117,50 and the average middle heterogeneous group of 117,86.

Comparison of social skills between lower homogeneous groups with lower heterogeneous group in collaborative learning

Result of t test showed that t value of 2,221 and a significance value of 0,03. Oleh karena nilai signifikansi $0,03 < 0,05$, then the decision was made to reject H_0 . That is, there is difference between the students' social skills of a lower homogeneous groups with lower heterogeneous group in collaborative learning. The results of descriptive analysis showed that the average of lower homogeneous group of 112,21 and the average lower heterogeneous group of 113,93. Evidently, the student social skills of lower heterogeneous group better than the lower homogeneous group.

Based on these results, in general showed that ability grouping in collaborative learning do not have a significant effect on social skills. However, if we see to compare of each group in homogenous and heterogeneous groups in collaborative learning can be seen that (1) the students social skills between high homogeneous groups with high heterogeneous group did not differ significantly. Meaning, although students with high abilities are not disadvantaged by as learn collaboratively with students middle and lower ability. (2) The students social skills between the middle homogeneous groups with the middle heterogeneous groups were not significantly different. Meaning, the middle ability student of being able to learn collaboratively in groups of homogeneous or heterogeneous group. (3) The students social skills between the lower homogenous group with lower heterogeneous groups the differ significantly. Students social skills of lower heterogeneous group is better than lower homogeneous groups. Meaning, students with lower ability to benefit from studying collaboratively with students with middle and high ability without non disadvantaged the middle and high student's ability.

The results of this research could be taken into consideration for the stickholder to form a group or grouping by ability in collaborative learning, because although there are no differences in the students social skills between homogeneous groups with a heterogeneous

group, but the social skills of students of lower heterogeneous groups the better than students of lower homogeneous group.

CONCLUSION

Based on the discussion of the results of the study can be drawn conclusions as follows: (1) there is no difference the students' social skills between a homogeneous group with a heterogeneous group in collaborative learning; (2) there is no difference the students' social skills between a high homogeneous groups with high heterogeneous group in collaborative learning; (3) there is no difference the students' social skills between a middle homogeneous group with middle heterogeneous groups is in collaborative learning; (4) there is a difference the students social skills between a lower homogeneous group with a lower heterogeneous groups. The students social skills of lower heterogeneous group showed better than than the lower homogeneous group.

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PEACE EDUCATION INITIATIVES IN THE PHILIPPINES: STRATEGY FOR PEACEBUILDING AND CONFLICT TRANSFORMATION

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ABSTRACT

The most important component of building peace and transforming conflict is peace education. This is elucidated in the UNESCO Constitution which lauded “Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed.” Bearing this in mind, the Philippine government, in collaboration with the various international and local aid agencies, have instituted the foundations and the necessary supporting mechanisms of effecting peace education in the country. Such peace education initiatives range from legal, institutional to community-based programs. But considering the complexities of the Philippine society, these multi-dimensional peace education packages of the government are yet to be met with full success. It is a considered view that for self-sustaining peace to finally reign in this troubled land, building of peace must be in the forefront of the government agenda involving all agencies of the government and all sectors of the Philippine society. Along this line, this author humbly recommends the creation of agencies or offices in the government whose mandate is to initiate, consolidate, implement, monitor and evaluate all the peacebuilding programs in the Philippines.

Keywords: *peace education, peace education initiatives, peace building, conflict transformation, culture of violence versus culture of peace*

Intertwining of Peacebuilding, Conflict Transformation and Peace Education Efforts. According to the German Federal Ministry for Economic Cooperation and Development, peacebuilding may mean those “attempts to encourage the development of the structural conditions, attitudes and modes of political behavior that may permit peaceful, stable and ultimately prosperous social and economic development.” Clearly, the emphasis of this definition is on transforming the conflict into a peaceful coexistence by restructuring the relationships of the conflicting parties. Furthermore, such view of peacebuilding falls squarely within the notion of conflict transformation which “describes a fundamental change in the relationship between parties” as manifested in their consciousness and character.

In viewing peacebuilding activities as a form of conflict transformation, John Paul Lederach (1997) has postulated his conception of peacebuilding to mean “a comprehensive concept that encompasses, generates and sustains the full array of processes, procedures and stages needed to transform conflict toward a more sustainable and peaceful relationship.” Obviously, this perspective suggests the overlapping of peacebuilding and conflict transformation activities as forms of conflict resolution.

Meanwhile, commenting on the term conflict transformation, one writer associated it

as that “process of moving from conflict-habituated systems to peace systems.” In other words, transforming a deep-rooted conflict is just a part of ‘resolving’ the issues of the conflict, the central issue being that of systematic change or transformation.

Being a generational challenge and obligation, the most important vehicle for nurturing the efforts of building peace and transforming conflict is education, especially peace education. This was passionately declared in the preamble of the UNESCO Constitution which enunciates that “Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed.”

Moreover, in advancing the causal link between education and peace, Undersecretary Nabil Tan of the Office of the Presidential Adviser on the Peace Process had opined that “education serves as the primary vehicle for promoting a culture of peace and building a national peace constituency.” This relation is merged in the term peace education. It is a transformative form of education that promotes a culture of peace. “It cultivates the knowledge base, skills, attitudes and values that seek to transform people’s behaviors that, in the first place, have either created or exacerbated violent conflicts. It seeks this transformation by building awareness and understanding, developing concern, and finally, challenging personal and social action that will enable people to create conditions and systems that actualize nonviolence,

justice, environmental care and other peace values.”By practice, this type of education “does not only provide knowledge about a culture of peace, but also imparts the skills and attitudes necessary to defuse and recognize potential conflicts, and those needed to actively promote a culture of peace and non-violence.”

In other words, “learning process utilized in peace education is holistic and it tries to address the cognitive, affective and active dimensions of the learner.” In this light, the usual procedure includes “the introduction of relevant new knowledge or reinforced knowledge, posing valuing questions and using discussion and other participatory methods to cultivate concern and eliciting/challenging/encouraging appropriate personal and social action.” This point of view was corroborated by the assertion of Betty Reardon (1988), in her book, “Comprehensive Peace Education: Educating for Global Responsibility” where she postulated that peace education has an important social purpose which is to transform the present human condition by “changing social structures and patterns of thought that have created it.”

A clearer view on the purpose of peace education was espoused by Cabezudo(2002) illuminating that the main purposes of peace education are the elimination of social injustices, the rejection of violence and the abolition of war. He maintained that this endeavor is proactive in a sense that its goal is to prevent conflict in advance by inculcating to the individuals and communities the value of peaceful existence based on the spirits of non-violence, tolerance, equality, respect for differences and social justice. In other words, as a vehicle for conflict transformation and building of sustainable reconciliation, peace education aims to transform the relations of people from the culture of violence, suspicion, biases, prejudices and discrimination to the culture of recognition, accommodation, tolerance and respect.

The immediately following accounts justify the imperative need of instituting peace education initiatives in order to arrest the generational effects of this war in Mindanao. The reasons for such necessity can be seen in the severity of this conflict as exemplified in the collateral damages brought about therefrom. Hereunder are some of those widely known costs of this crisis.

The Cost, Effects and Impact of the Mindanao Conflict

Costs of the Conflict

As revealed in a privilege speech delivered in July 1996 before the House of Representatives by the former Congressman of Batangas, Retired General Eduardo Ermita, the cost of the war in Mindanao has already reached its alarming stage. In that speech, Ermita narrated:

Available data from the Armed Forces of the Philippines (AFP) indicate that over a period of 26 years since 1970, more than 100,000 persons were killed in Southern Philippines. The government suffered about 30 percent of casualties; the rebels more than 50 percent; while civilians caught in the crossfire came to about 20 percent of total casualties. About 55,000 persons were wounded, not counting those from the rebel side. From 1970 to 1976 alone, an average of 18 people was slain every day.

All in all, the AFP has spent about 73 billion pesos in connection with the Mindanao conflict since 1970; or an average of 40 percent of its annual budget. If this figure could be multiplied by the inflation rate over the years, it is truly a gargantuan expense. Presently, about 30 percent of the budget of the Philippine Air Force is spent in Mindanao; so is 40 percent of our Naval Budget and 60 percent of our Army budget (Quoted in Rodil, 2000:8-9).

On the Muslim side, a Manifesto signed on 7 October 1983 by eleven distinguished Moro leaders supporting the call for national reconciliation and unity revealed that “more than 600,000 precious Muslim lives were lost in a decade of civil strife, more than one million have been rendered homeless and destitute, and more than 200,000 Filipino Muslims are refugees in Sabah and elsewhere. . .” (Manifesto, 1983). These data were confirmed by Muslim (1994) who reported that from 1972 to mid-1970s there were estimated 60,000 to 80,000 persons killed; more than a million individuals were rendered homeless; and, the ill-treated 200,000 to 300,000 refugees in Sabah who evacuated their places during the height of the war in the middle of 1970s. It was also noted that during that period about 80 percent of the entire strength of the AFP was deployed in Mindanao. The government mobilized 60 battalions taken from various units of the AFP and spending 4 million pesos a day.

Moreover, in a leaflet distributed by the Office of the Presidential Adviser on the Peace Process (OPAPP) entitled “Cost of War,” it categorized the estimated cost of the war in Mindanao in three classes: (1) economic loss, (2) human casualties and (3) social welfare disruption. For the first category, the document stated that from a period of 1970 to 2001 the Government had

already spent P640 Billions combat expenses or an average of P20 Billions per year. Said amount included the estimated damages to businesses and properties caused by this conflict. Moreover, in the all-out-war policy of the Estrada Administration last 2000, it salvaged the amount of P1.3 Billion from the public treasury.

For the human casualties, from the period 1976 to 2001, there were nearly 300,000 persons killed, 50% of which were Muslim rebels, 30% Philippine government troops, and 20% were civilians. The All-Out-War policy in 2000 alone created 982,000 evacuees while the 2008 MOA-AD fiasco displaced about 600,000 civilians.

On the disruption of the social welfare services, a study found that this protracted conflict nurtured the cycle of violence, disrupted development efforts, seriously destructed the environment in an alarming stage, and resulted in the poor sense of wellbeing and security of the local populace.

Effect and Impact of the Conflict to Education

In a study conducted by a pool of researchers from the University of Southern Mindanao – Office of the Extension Services Center, Kabacan, Cotabato between February-April in 2010, entitled “Mapping of Conflict-Affected Communities and Schools in the Autonomous Region in Muslim Mindanao (ARMM),” they found out the following: (1) all the two cities, 105 municipalities, and 2,518 barangays in the four provinces under study were disturbed by the conflict in Mindanao; (2) during armed conflict, most of the 2,026 elementary and high schools in the ARMM were closed for classes and turned into evacuation centers, that lasted from days to months. Consequently, the education of the pupils and students was affected as reflected in the low enrolment and retention rates and high drop-out rate in the schools affected during the conflict which led to their low academic performance; and, (3) The delivery of educational services was greatly disrupted. Findings show that only 25% of the services was delivered at the height of the conflict. Although school infrastructure, facilities and equipment were seldom targeted by the warring factions but they got damaged after being used as evacuation centers.

The severe impact of the conflict in Mindanao can be discerned from the personal accounts of the elementary pupils interviewed during the focused-group discussions in the data-gathering. For example, a female pupil

from Sulu narrated: (translated in English) “. . . we were here in the school when we heard a gunshot. . . the teachers . . . all of them took care of us crying and we saw a pupil who was shot on the head.” In recounting her experience in evacuating, a female student in Lanao del Sur emotionally said: (translated in English) “. . . when we evacuated, we experienced hunger and sadness because we don’t have food to eat and shelter.” Likewise, in one armed encounter, a pupil from the Basilan province told: (translated in English) “When the war started between the two warring groups, we started running. There were children who plunged into the ground and were wounded. I was one of them.”

In addition to the above, other direct effects of this war to children were: (1) for the male children, as young as 8 years of age were recruited as active soldiers, (2) while for females, they were subjected to heightened risk of rape, social humiliation, prostitution, and other forms of gender-based violence. One participant who was a victim of rape became withdrawn and neglected to maintain her hygiene. A psychologist observing her behavior noted that sexual torture resulted in feelings of shame, fear, anger, denial, physical and emotional numbing, confusion, nightmares, feeling of helplessness, panic attacks, flashbacks, and chronic fatigue.

Specific findings on the education delivery in the conflict-affected areas of Mindanao revealed that the following were disrupted: [1] alternative education, [2] instructional materials (i.e., basic literacy modules, ALS learning modules, AV support materials, educational tapes, science and math kits, and instructors’ guides), [3] instructional equipment (i.e., AV equipment, microscope, video camera, desktop computer, and laptop computer), [4] and infrastructure support (i.e., office, classroom, table, chair, book ceiling fan, air-con, radio/stereo, sound system, stage, grandstand and basketball court).

As a result of this peace and order crisis, schools in the areas have the following common problems: (1) dilapidated school buildings, if not destructed by armed encounters, with very limited equipment and facilities; (2) limited and antiquated or outdated instructional tools and materials; (3) lack of foods for the pupils and students who cannot attend their classes regularly because they do not have sufficient food to eat at home as their parents are still at the initial stage of the economic recuperation from the war; and, (4) urgent need of the school officials of peace building, conflict management and human rights training and advocacy.

Hence, in order to arrest the impending generational effects of this war, what is needed in Mindanao is not just any peace, but a self-sustaining one. This social challenge may

been effected through instituting peacebuilding and conflict transformation measures, like peace education initiatives, as a strategy of promoting culture of peace.

Peace Education Initiatives & Programs in the Philippines

The value of peace education as a vital component of conflict transformation was enshrined in the lecture of the Deputy Presidential Adviser on the Peace Process, Nabil Tan, who elaborated that “In the peace process, education serves as the primary vehicle for transmitting and inculcating knowledge, values and skills necessary to promote a culture of peace and build a national peace constituency.” He believes that “. . . in highly multi-ethnic, multi-cultural and conflict-prone settings such as Mindanao, the quality of education should also be looked at in terms of its social relevance, cultural-sensitivity and conflict-sensitivity. Curriculum content and educational materials should be peace-oriented. . . Teaching-learning method should also encourage participation, dialogue and cooperation. And the school should promote caring relationships.”

In the Philippines, the National Government has already introduced legal and institutional initiatives relative to peace education.

Legal Initiatives

1987 Constitution

Being the ultimate foundation of peace policy in the country, the 1987 Constitution provides in its Section 2, Article XIV that “The State shall establish, maintain, and support an . . . integrated system of education relevant to the needs of the people and society.” This provision of the highest law contemplates of the integration of local values and beliefs of the people to the general educational program of the government so that it could be relevant to the needs of the community. In the case of the Moros in Mindanao, incorporation of their Islamic values and tradition in the national educational system is envisioned to facilitate their gradual integration in the national body politic.

Republic Act No. 6734

As a fulfilling law to the constitutional recognition of integrated system of education, Republic Act No. 6734, otherwise known as “An Act Providing for An Organic Act for the Autonomous Region In Muslim Mindanao,” was enacted on 1st of August 1989 to give a legal foundation to Islamic education in the

country. In its Article XV, Section 1, the law provides “The Autonomous Region shall establish, maintain and support a complete and integrated system of quality education and adopt an educational framework that is meaningful, relevant and responsive to the needs, ideals and aspirations of the people in the Region.” In ensuring further the success of integrating the Muslim educational needs and aspiration, the Act mandates in its Article XV, Section 2, Paragraph 6 (c) that “The Arabic language shall be a compulsory subject for Muslims and optional for non-Muslims in all schools in the Region.”

Furthermore, the aforementioned law contemplates an educational system in Muslim Mindanao that “shall develop consciousness and appreciation of one's ethnic identity and shall provide a better understanding of each other's cultural heritage for the attainment of national unity and harmony.”

The 1996 Final Peace Agreement

The vision for making education in the ARMM responsive to the culture of the Muslims was even more strengthened in the 1996 Final Peace Agreement between the Government of the Republic of the Philippines (GRP) and the Moro National Liberation Front (MNLF). Stipulations No.102 and 103 of said Agreement respectively specify: “The teachings of Islamic Values . . . shall be incorporated in Good Manners and Right Conduct in appropriate grade levels including the tertiary level subject to agreed norms, academic freedom, and legal limitations” and that “Muslim culture, mores, customs and traditions which are mainly based on Islam . . . shall be reserved through the regular public and special schools in the Autonomous Region . . .” Finally, to ensure that education in the Muslim communities is culture-sensitive, Stipulation No. 97 of the Agreement commanded that “Teaching materials and curriculum contents shall promote solidarity, unity in diversity, Filipino and Islamic values.”

Republic Act No. 9054

Approved on March 31, 2001, the present autonomy law -Republic Act No. 9054, otherwise known as “An Act to Strengthen and Expand the Organic Act for the Autonomous Region in Muslim Mindanao, Amending for the Purpose Republic Act No. 6734, entitled ‘An Act Providing for the Autonomous Region in Muslim Mindanao,’ As Amended” - reinforced the national bid for a peace-oriented educational system for the Moros. Its Article XIV, Section 2, Paragraph (a) intensely lauded that “The regional educational subsystem shall perpetuate Filipino and Islamic values and ideals, aspirations, and orientations. It shall develop the total spiritual, intellectual, social,

cultural, scientific, and physical aspects of the people of the autonomous region to make them god-fearing, productive, patriotic citizens, and conscious of their Filipino and Islamic values and cultural heritage.”

10-Point Agenda of PGMA

Upon assumption to office in 2001, former President Gloria Macapagal Arroyo adopted a Ten-Point National Development Agenda, viz: (1) *Balanced budget*, (2) *Educational for all*, (3) *Automated polls*, (4) *Transportation to connect the whole country*, (5) *Termination of hostilities with the NPA and MILF*, (6) *Healing the wounds of EDSA*, (7) *Electricity and water for the whole country*, (8) *Opportunities for 10 millions jobs*, (9) *Decongest Manila*, and (10) *Development of Subic and Clark, or BEAT THE ODDS for short*. From this enumeration, we could infer that the peace education component of the agenda is seen in the combination of numbers 2 (education for all) and 5 (Termination of hostilities with the NPA and MILF) which, if seriously implemented, is hoped to bring about peacebuilding and conflict transformation.

Executive Order No. 3, Series of 2001

In pursuance to the above-stated National Government Agenda, the same President decreed the Executive Order No. 3 last February 28, 2001 which defines policy framework for a comprehensive peace process by prescribing “The Six Paths to Peace.” This includes the following:

- a) Pursuit of social, economic and political reforms. This path involves the vigorous implementation of various policies, reforms, programs and projects at addressing the root causes of internal armed and social unrest. This may require administrative action, new legislation or even constitutional amendments.
- b) Consensus-building and empowerment for peace. It includes continuing consultations on both national and local levels to build consensus for a peace agenda and process, and the mobilization and facilitation of people’s participation in the process.
- c) Peaceful, negotiated settlement with the different rebel groups. Activities involved in this component are the effective implementation of peace agreements as well as the face-to-face negotiations to reach peaceful settlement with the different rebel groups.
- d) Programs for reconciliation, reintegration into mainstream society and rehabilitation. This component encompasses such programs to address the status and security

of former rebels, as well as community-based assistance programs to address the economic, social and psychological rehabilitation needs of former rebels, demobilized combatants and civilian victims of the internal armed conflicts.

- e) Addressing concerns arising from continuing armed hostilities. As a form of peace-keeping measures, this track calls for the strict implementation of laws and policy guidelines, and the institution of programs to ensure the protection of non-combatants and reduce the impact of the armed conflict on communities found in conflict areas.
- f) Building and nurturing a climate conducive to peace. As a stepping stone to negotiation, this trail comprises such peace advocacy and peace education programs, and the implementation of various confidence-building measures.

DepEd Order No. 44, Series of 2005

To further strengthen the success of the Executive Order No. 3, the Department of Education released its Memorandum Order No. 44 last August 8, 2005 declaring in its Section 4 the “Schools as Zones of Peace”. As a compliance measure, all primary and secondary public schools in the country have adopted it as their common policy to write in their bulletin boards the passage “This School is a Zone of Peace.”

Medium Term Philippine Development Plan, 2004-2010.

Furthermore, peace education was also embodied in the peace agenda of the Arroyo Administration which was threshed out in its Medium-Term Philippine Development Plan (MTPDP) for 2004-2006. Otherwise known as the National Peace Plan, Chapter 14 of said Plan enumerated the five goals of the peace process, to wit: (1) Completion of comprehensive peace agreements with rebels groups resulting in the permanent cessation of hostilities by 2010; (2) Completion of implementation of all final peace agreements signed since 1986; (3) Mainstreaming the rebels groups through an enhanced amnesty, reintegration and reconciliation program; (4) Rehabilitation, development and healing of conflict affected communities; and, (5) Strengthening the peace constituency and citizens’ participation in the peace process on the ground.

Executive Order No. 570, Series of 2006

Fresh from the mandate of the people after having been elected by the Filipino voters in the last 2004 elections, President Arroyo issued the Executive Order No. 570 last September 26, 2006 institutionalizing peace education in basic education and teacher education. Section 1 of the

law focused on the obligation of the DepEd in effecting peace education in its priority programs by stating that “The DepEd shall mainstream peace education in the basic formal and non-formal education curriculum, utilizing the existing peace education exemplars and other peace related modules, and enhance the knowledge and capability of supervisors, teachers and non-teaching personnel on peace education through the conduct of in-service trainings.” Similar responsibility was also given to the CHED mandating in its Section 2 that “The Commission on Higher Education (CHED) shall introduce and mainstream peace education in teacher education.” And, finally, the Order commanded that “The OPAPP, DepEd and CHED shall establish/enhance mechanisms and appropriate funds in their respective departments to ensure the sustained implementation of peace education in the educational system.”

Moreover, the specific aims of the aforementioned Order were stated as follows: (a) Ensure that education contributes to the attainment of a culture of peace in the country; (b) Strengthen the partnership between government and civil society as well as among all types of learning environments and stakeholders in promoting and implementing peace education; and, (c) Ensure that peace education instructional, learning, and advocacy materials are developed and used consistent with Rule 1, Section 1 of this document.

In its implementation, the proponents of this educational program prescribed five components, viz: (1) Formulation of a national peace educational plan and its implementation such as training of teachers and facilitators, administrators and students on peace education. This also includes providing support to institutions in priority areas; (2) Mobilization of human, logistical and financial resources, and promotion of collaborative efforts among partners; (3) Development of content and learning materials for curricular and co-curricular programs including print, broadcast and electronic media; (4) Development of advocacy materials through various forms of arts and media; and, (5) Undertaking of studies and action researches related to peace education, monitoring of program implementation and impact evaluation.

Department of Education Order No. 469, Series of 2008

In complementing to the avowed objective of the Executive Order No. 570, the Department of Education released its Memorandum Order No. 469 on October 7,

2008 which obliged all teacher education institutions (TEIs) and other educational institutions to include peace education course and activities in the special topics component of the Teacher education Curriculum. The Section 4 of this Memo “invites the involvement of all types of schools and their stakeholders, community-based learning programs, and civil society training programs to pursue a holistic approach in peace education, involving pre-service and in-service trainings, school-based and alternative learning systems and technical education. The approach covers all aspects of the educational systems including learning content, teaching-learning methods, co-curricular programs, material development and staff development.”

In other words, the vision of this emerging focus is two-fold: (1) equipping the teachers with skills, values and perspectives needed to ensure that peace is learned in the classroom, integrated in students activities, and (2) developing strong community awareness, knowledge and interests in peace education, particularly peace promotion and building a culture of peace. Consequently, this Department Order ushered the implementation of peace education in the country.

Department of Education- Region XII Memorandum Order No. 72, Series of 2009

In response to this educational program, the DepEd Region XII decreed its Memorandum Order No. 72, series of 2009 which prescribes the regional context of the implementing rules and regulations of the EO No. 570 and DepEd Memo No. 469 by indicating some strategies and approaches in peace education in the light of Region XII complexities.

In said memorandum, the overall framework of education for a culture of peace has six dimensions which include: (1) dismantling the culture of war, (2) living with justice and compassion, (3) building cultural respect, reconciliation and solidarity, (4) promoting human rights and responsibilities, (5) living in harmony with the earth, and (6) cultivating inner peace. In addition, it also incorporated four pedagogical principles: (i) holism, where issues of peace and violence are considered dynamically interrelated; (ii) centrality of values formation, where justice, compassion, caring for life, spirituality, “one world orientation”, and active non-violence are promoted; (iii) dialogue through active learning and learning strategies; and, (iv) conscientious reflection, where the active and critical consciousness of learners is formed, empowering them in the process to be the catalysts for change.

With the theme “*UnasaLahat, Kapayapaan*” (Putting Peace Agenda at the Forefront), the DepEd Region XII launched its Memo No. 72 at the Cotabato City Central Pilot School last September

23, 2009 with the following partners: the UNDP-funded ACT for Peace Program, EQuALLS2/ELSA Project, Cotabato City LGUs, School Divisions of Cotabato City, the military sector, and some NGOs. Although the activity was held in the school but it was aimed at “mainstreaming peace education in formal and non-formal education in all the School Divisions of the Region.” This event was highlighted by the opening of peace exhibits of peace modules, exemplar lessons, lesson plans and advocacy programs. Groups who participated in the exhibits were *Kids for Peace* Program, J. Marquez School of Peace, *Peer Respect* Program, South Cotabato School Divisions, Sultan Kudarat School Divisions and the Indigenous Peoples.

Institutional and Community Peace Education Initiatives

In the Philippines, both the public and private schools have already recognized the importance of championing peace education in the country as a necessary component of building peace. This was conceived in the “school of peace” project of the Director of DepEd Region XII in 1997. Initially, it was designed as a response to the peacebuilding efforts under the 1996 Final Peace Agreement between the MNLF and the Philippine Government which was later on adopted by the UNDP and made it as its flagship strategy of its *Act for Peace* Program. As a peace strategy, a school of peace is an institution that commits itself to do the following program of actions relative to peace education, viz: (1) mainstreaming peace education in the basic curriculum, (2) strengthening the capabilities of administrators, teachers and stakeholders in peace advocacy, (3) model the promotion of culture of peace, and (4) strengthen partnership among the stakeholders in peace advocacy.

As a vital component of advocacy and promotion of culture of peace, the schools of peace follow a four-phased transformation process. Phase 1 consists of awareness and appreciation wherein the school is beginning to appreciate the culture of peace and peace education principles. This stage may foster the awareness of administrators and teachers with the EO 570 and its implanting rules and regulation, and their acquisition of basic knowledge on principles, concepts and values of the culture of peace.

Known as strengthening capabilities, Phase 2 covers such period where the school is developing its capabilities on the culture of peace and peace education. This is manifested by teacher competencies and the establishment

of peace education mechanisms like peace centers, developing peace modules and lesson plans.

Phase 3 is the application and adaptation of these peace initiatives. Here, the schools are implementing and adjusting their systems, processes and policies towards mainstreaming culture of peace and peace education. Specific activities falling this stage include enriching lesson plans, advanced teacher formation programs, radiating culture of peace outside the school environment involving the community stakeholders.

The final phase comprises of institutionalization and replication of peace programs where the schools for peace are already institutionalizing culture of peace and peace education in their systems, policies and processes. Activities done in this stage include allocating budget for peace education initiatives, continue adjusting policies to effectively respond to school/community contexts and is extending technical assistance to other schools.

How to actualize the enumerated four phases of transformation process is the educational thrust of the two schools of peace pioneered by the Region XII, such the as the J. Marquez School of Peace (JMSP) in Cotabato City and the Tuyan Elementary School of Peace in Malapatan, Sarangani.

The J. Marquez School of Peace (JMSP) at Cotabato City

Founded in 1985, the J. Marquez School of Peace (hereinafter referred to as JMSP) was established as school of peace in 1997 as support effort of the Region to the 1996 Final Peace Agreement. Specifically, the school had catered the educational needs of the children directly affected by the Mindanao conflict, like those sons and daughters of the rebel returnees as well as children of families living in the war-affected areas who do not have any means of attending to school.

The JMSP has the goal “to contribute to conflict resolution and peacebuilding in South Central Mindanao by improving the quality basic education.” Its purpose is “to strengthen and enhance the provision basic services at J. Marquez Elementary and Secondary Schools.” In complying the above-cited transformation process, the School activities follow four phases: (1) Pre-entry phase, (2) awareness and capability building, (3) application phase, and (4) adaptation and institutionalization.

The pre-entry stage include the following activities: (i) assessment workshop on the JMSP Project, (ii) workshop on the proposal presentation for strengthening the JMSP Project, (iii) workshop on the review of the restructured basic education

curriculum, and (iv) workshop on the strategic plan formulation for JMSP.

On the awareness and capability building phase, activities sought were: (i) training on the culture of peace and peace education, (ii) writeshop on the preparation of an enriched lesson plan, and (iii) provide support to community development programs.

The real essence of peacebuilding is seen in the adaptation and institutionalization phase which encompasses the institutionalization of the enriched lesson plan and the supports to culture of peace and community activities, documentation, monitoring and evaluation and to replication activities.

Consequently, at the end of the school year 2009-2010, the school head reported the following as the JMSP accomplishments: (1) completion of the trainings of administrators, teachers, pupils and community members on culture of peace and peace education, (2) completion of the monitoring and review of its 5-year strategic plan for 2006-2010, (3) adoption, development and utilization of the lesson plans prepared at the JMSP school grounds which was written by 36 teachers, reviewed by 18 their peers and 12 consultants and a 10-member technical working group from different parts of Mindanao, (4) establishment of the *Speakers Bureau* in the school which facilitated the replication of schools for peace in DepEd region XII and other regions, (5) provision of technical by the JMSP teachers to the 12 newly created schools of peace in DepEd Region XII, (6) completion of culture of peace with skills training to youth in Mindanao on masonry, plumbing, painting, basic electrical wiring, dressmaking, food processing, cosmetology and corsage-making, (7) increased participation rate and performance of the JMSP students in the National Achievement Test (NAT), and (8) provision by the EQUALLS2 of learning materials containing peace promotion concepts.

When the head of the JMSP was interviewed, he narrated the following as the challenging state of the school. Says he: *“Implementing the school of peace is an everyday challenge. The presence of armed conflicts on the way to school is a cause of daily worry among parents. Most of our stakeholders have transferred to other places because of the rampant armed confrontations within the city. Our school perimeter may be peaceful but the city is not. The peace and order situation outside our community is still a threatening scenario. Therefore, the challenge here is to make the city of Cotabato a city of peace – not*

just the JMSP, but the whole city as a community of peace.”

The Tuyan Elementary School of Peace at Malapatan, Sarangani Province

Belonging to the Malapatan Municipality, Tuyan is a coastal barangay which is about 3 kilometers away from the central town of Malapatan. It is bounded on the south by the Barangay Poblacion, on the west by Sarangani Bay, on the north by Barangay LunMasla, and on the east by BaranagyKinam. In 2010, it had registered a total population of 4,563 with 780 households. The Barangay is inhabited by various ethnic groups, among which are the Maguindanaons, Visayans, Ilocanos and B'laans. Islam is the dominant religion in the area.

As true to all other schools of peace, Tuyan Elementary School of Peace (TESP) had evolved from a primary school in 1988, with only two teachers who were holding their classes in a small *nipa* classroom, to a complete elementary school in 1999 having 18 rooms with a respective teacher assigned in each room. Of the 18 faculty, one is salaried by the Local School Board and two were under the DepEdALIVE subsidy.

Before the School became a school of peace, it had experienced various inter-ethnic petty wars among its pupils who came from different tribes. Due to discrimination and biases between and among these tribes fighting is almost a daily practice. The School administration found difficulty in addressing these problems since majority of the teachers, who are mostly Visayans or Ilocanos, were not familiar with the socio-cultural background of the students. Needless to say, to effectively deal with this challenge one must be familiar with the cultural upbringing of the pupils.

Fortunately, in 2008, the School principal attended the launching of the DepEd Region XII of the EO 570 at Cotabato City. In the same year, he had also attended a Peace Education Forum held at the Estosan Garden Hotel in the City sponsored by the UNDP *Act for Peace* Program. In that Forum, the School head was very much impressed by the presentation of the JMSP, being the vehicle of peacebuilding and conflict transformation in the community. This made him to entertain transforming the Tuyan Elementary School into a school of peace where learners may understand, appreciate and celebrate their individual differences. In the same day, the school official was also invited to attend another seminar on peace education focusing on enriched lesson plans incorporating peace concepts. Thereafter, the whole administration as well as the teachers of the Tuyan Elementary School had organized series of orientation workshops, trainings and echo-seminars on culture of peace. In these school activities,

special emphasis was placed on how to make enriched lesson plans to fully integrate peace promotion concepts in all subject areas.

After completing these capability-building engagements, the School administration conducted series of dialogues with the community leaders and residents on their bid to transform the School as a school of peace. Due to their persistent and sustained advocacy, coupled by massive community mobilization, the whole community made a final commitment to support the conversion of School into a school of peace.

As of date, Tuyan School of Peace has the following accomplishments, viz:

- 1) Training of the School officials and teachers on the school of peace concept in 2008-2009 conducted by the DepEd Region XII with technical assistance from the JMSP;
- 2) Development of enriched lesson plans. As a joint efforts of the DepEd School Division of Sarangani and the UNDP *Act for Peace*, the School was assisted on the development of enriched lesson plans (ELP) integrating peace concepts in all learning areas. In formulating a culturally sensitive and responsive lesson plans embodying peace promotion concepts, a seminar on peace education was conducted in the Barangay participated by the teachers, PTCA (Parents-Teachers-Community Association) officers and members, and barangay officials. In accommodating the cultural context of the school, lesson plans made use of the mother-tongue as a medium of communication to make them easily understandable to the target clientele;
- 3) Actual implementation of peace programs. In this phase of the peace activities, the teachers, after having undergone with series of seminars and training on school of peace and armed with the enriched lesson plans, are now conducting their classes using content-points on peacebuilding they learned. As a component of monitoring, the school management conducted occasional classroom observations to determine the degree of internalization of the faculty of the lessons they encountered in the trainings. For the pupils, this was also the time where they were exposed to the newly-crafted peace education lesson plans;
- 4) Implementation of the EDGAR (Enrichment Activities Designed for Graders to Appreciate Reading) Reading Program. The aim of this program is "to provide the school children with quality education through reading programs utilizing peace modules and values-oriented reading books." In the

end, this program served two purposes: while it enhances the reading skills and comprehension of the students, it also taught them of the values from stories and paragraphs which are culturally-sensitive and with peace-related concepts;

- 5) Additional peace education programs were introduced in the School, like the Adopt-a-School Program, *Quality Education for Sarangani Today*, and *As a Filipino Program*;
- 6) Support program from private organizations, such as the EQuALLS2 and ELSA (Enhanced Livelihood Skills Alliance). The former provided the all Malapatan teachers of reference books with peace promotion concepts, while the latter reproduced video lessons on peace education which were used by teachers in their English 5 and 6 subjects.

Accordingly, the introduction of peace-related programs of the Tuyan School of Peace generated positive results as evidenced by the following:

- (i) Increased enrolment rate - from only 601 in the School Year 2007-2008 to 627 in the following academic year. Its population reached to 824 in the School Year 2009-2010;
- (ii) Increased graduation rate – from 92% in the school year 2007-2008 to 100% in the immediate following year;
- (iii) Establishment of a more friendly environment within the school vicinity where learners mutually respect each other; and,
- (iv) Development of supportive behavior among the community members regardless of religious affiliation.

Additionally, aside from the above-mentioned two elementary schools of peace in Mindanao, there is also a Center for Peace Education at the Miriam College, Katipunan Avenue, Loyola Heights Quezon City. The Center has the following objectives: (1) To institutionalize and strengthen the peace education thrust of Miriam College through faculty training, curriculum development and student development programs; (2) To help promote the culture of peace in the larger society by sharing Miriam College's inspiration, knowledge and experience with other groups and educational institutions, including those that are underserved; and, (3) To network and develop partnerships with other peace-oriented groups and with all people of goodwill towards building a culture of peace.

In order to attain the above objectives, the Center has been engaging in the following programs, to wit: (i) Teacher-training on peace education; (ii) Student Development; (iii) Conflict Resolution training; (iv) Peer Mediation training; (v) Youth Conferences; (vi) Curriculum

Development; (vii) Materials Development; (viii) Peace Advocacy; and, (ix) Networking - National and Global.

Other Peace-Related Programs and Projects in Schools

Apart from the above institutional peace initiatives, other schools in Mindanao are practicing peace education by conducting the following programs: (1) adopting lesson exemplars/enhanced lesson plans, (2) creating peace parks within the schools, (3) organizing peace education councils, (4) forming peace classes, (5) training of youth on developing a school-community of peace, (6) training of the students on peace of the heart (character-based values education), (7) community service and immersion, and (8) the conduct of the Global Peace Festival every September 21 of every year in joining the celebration of the International Day of Peace.

At the center of these programs is “The Peace Class” project which treats the school as a laboratory for the culture of peace. This considers the five climates of learning which sustain the peace class, like the social climate, the policy climate, the instructional climate and the physical climate. The social climate integrates such concerns as empathy, human relation skills, group dynamics and shared future. For the policy climate, it involves the launching of the Executive Order 570, DepEd Memo 469 and other related laws in schools’ festivities, incorporating culture of peace as an ingredient in the education of the Filipino youth, and the initiative of transforming those schools in the conflict areas as “Schools of Peace.” Instructional climate advances the challenges of peace competencies, subject integration and the 4 Principles of Learning. And finally, the physical climate consists of the peace infrastructure (i.e., peace parks, spaces, tents) and the teacher-learner peace products.

For the school heads, they are trained to serve as peace facilitators in their respective schools. Those assigned in the conflict affected areas had attended peace education workshops and forums organized by the following institutions/organizations: Notre Dame of Marbel University (NDMU), Petron Foundation, the ELSA Partners in charge of the EQuALLS2 Educators’ Professional Development Program, and the International Youth Foundation. One of the very successful workshops was held in October 2009 participated by 128 school principals and education supervisors in the ELSA sites of Region XII. This half-day workshop focused on the two landmark laws related to peace

education: Executive Order No. 570 and DepEd Order 469, Series of 2008. The most important output of this peace activity was the identification of the following areas of concern of the school heads: specifics of implementing peace education activities in their schools, best practices and models in classroom practices, and approaches in social mobilization in order to engage the interests, support and participation of the community towards the promotion of a culture of peace in the community they serve.

Furthermore, peace education forum has also been used as a venue for cultivating the climate of peace. In February 2010, there was the holding of peace education forum conducted jointly also by NDMU, Petron Foundation and IYF aimed at educating selected school heads in ELSA schools in Region XI on concepts and tools in implementing peace education at the classroom level. Moreover, sharing of experiences on best practices in peace education of DepED Region 12 was also resorted to. In addition, the participants were also provided sessions on conflict management skills which culminated in the discussion of different levels of conflict. In the forum, the different approaches in addressing conflict situations were also tackled which includes: competing, collaborating, avoiding, and accommodating.

The major emphasis of the forum was the revisiting of the following peace policy issuances: Executive Order 570 (s. 2006), DepEd Orders 469 (s.2008) and DepED RO 12 and Memo 72 (s. 2009), as well as the holding of the session with a theme: “Sharing of Experiences on What Works and Best Practices on Peace Education in DepED Region 12”. This session was celebrated by the presentation of the following papers: (1) “Strengthening Peace building Efforts and Sustaining the Gains for Peace and Development” by the Deputy Program Manager UNDP Act for Peace Program, (2) “The J. Marquez School of Peace: A Mindanao Experience” by the Special Projects Coordinator, Schools Division of Cotabato City, and (3) “A Youth-Based Initiative for Peace: Efforts on Peace Promotion in Mindanao” by Kids for Peace Foundation of Cotabato City.

Community Peace Building Efforts

1) Intra-Ethnic Youth Training

There were two most important models for trainings of youth leaders implemented in Mindanao. The first is the Ayala Foundation’s Model for Training Young People. The essential feature of this is training of the youth in Mindanao from across different cultural backgrounds to be peace facilitators. Its implementing partner is the Education and Livelihood Skills Alliance-Youth Civic Engagement Program (ELSA-YCEP). As a youth engagement, young leaders in those conflict-

affected areas are trained to become building peace agents in pursuit of development for their own communities using education issues as entry point. This activity facilitated the development of the so-called "Cultures Across Mindanao" project which was developed by the campers as an offshoot output from the camp.

The component activities of the training includes the following: (1) Islamic leadership lectures, (2) servant leadership talks, (3) film viewing which showcases the artworks, stories and photos reflecting Muslim-Christian issues and other peace issues, and (4) visioning and group values activities. In the Islamic leadership discourse, the resource person highlighted the reaffirmation of one's identity as a Filipino and Muslim as well as the commonality of leadership concept in Islam and in other religions. The film-viewing activity is aimed at inculcating in the minds of young Mindanaons such peace-related concepts as: unity in diversity, inclusive community peacebuilding, and highlighting of commonalities and not differences between and among the ethnic groups in Mindanao.

The vital output of this youth training is the establishment of the Cultures Across Mindanao Program (CAMP) as a part of the peace-building project across the Islands. This project envisions to work closely with youth groups and individuals interested in pursuing peace in the region in order to help sustaining development programs in some of the Philippines' most war-torn areas. They are provided with adequate avenues for genuine conversation and collaboration, and the tri-people form of dialogue to foster brotherhood and peace across the many different communities in the region.

The CAMP was divided into two venues. The first was set up in Koronadal, South Cotabato which was participated by the youth from North and South Cotabato, Cotabato City, Maguindanao, Kidapawan, Bukidnon, Cagayan de Oro, Lanao del Norte and Lanao del Sur. The second camp was held in Zamboanga City which catered to the areas of Zamboanga del Sur, Zamboanga del Norte, Zamboanga Sibugay, Dipolog, Basilan, Sulu and Tawi-Tawi.

The Nagdilaab Foundation's Model for Training Young People is the second peace models for youth training being experimented in Mindanao. This Foundation is ELSA/Consuelo's field implementing partner in the Basilan Province which is aimed at improving relevance of education and training for out-of-school youth by integrating peace education modules in all its training programs in basic education. Its Culture of Peace (COP)

module is consisting of three-day programs. The first day aims to: (1) build an ambiance of unity and acceptance despite of differences in religions and beliefs, and (2) enable the participants feel the warmly welcome and sense of belongingness. The second day program highlights the challenge of dismantling the Culture of War by understanding the proliferation of gun culture. And, the last day is set for the exploration of different approaches and strategies to employ the so-called "Total School Approach" on building peace in the country.

Furthermore, in addition to the COP module, the Nagdilaab also holds a trainors' training on trauma healing wherein the participants gain skills in handling trauma healing and stress debriefing sessions among the learners with traumatic experiences in connection with the war in Mindanao.

2) Mindanao-wide peacebuilding activities

In order to sustain the peacebuilding efforts in the region, the network of peace educators organized the Mindanao-wide peace-related activities, namely: the observance of the week of peace; inter-religious dialogues; solidarity activities during Ramadan for the Muslims and the Christmas season for Christians; peace concerts, peace essay contests and other advocacy and social mobilization activities.

Moreover, there was also the region-wide series of launching of the Executive Order 570 of 2006 and the DepED Order No. 469, Series of 2008 being the hallmark foundation of institutionalizing peace education in the country.

CONCLUDING

As a necessary component of peacebuilding, the peace education initiatives and efforts in the Philippines have been used as tools for transforming the conflictual ethnic relationships in the local communities characterized by widespread culture of violence, misunderstanding, distrust, suspicion and discrimination to a culture of peace, respect, tolerance, accommodation and mutual coexistence with the end in view of nurturing the foundation of cultural diversity. This persistent peace crusade is manifested by the sponsorship, establishment and introduction of legal, institutional and community-based peace initiatives.

However, these peace efforts, though they seem to be comprehensive, still need the necessary supporting mechanisms for their sustainability. A milestone step towards this end is the creation of agencies or offices in the government whose mandate is to initiate, consolidate, implement, monitor and evaluate all the peacebuilding programs of the government. Said peacebuilding agencies must be present in all the local government units of the war-torn areas. Quite

obviously, the involvement of only three agencies - the Department of Education, the Commission on Higher Education and the Office of the Presidential Assistant on the Peace Process - in this conflict transformation endeavor is not enough. For self-sustaining peace to finally reign in this troubled land, building of peace must be in the forefront of the government agenda involving all agencies of the government and all sectors of the Philippine society.

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QUALITY MANAGEMENT IN PESANTREN BASED ON VISION AND EXCELLENCY LIFE SKILL

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ABSTRACT

Pesantren as religious, charitable and education is seen as an institution that is central to the changes in society through Islamic missionary activity, as reflected by the various schools to change and influence individual development. In its development, schools face a tremendous challenge, namely the lack of modernization. The emergence of modernization is not likely to have a negative impact, for it, schools have to be really selective in accepting and adopting the pattern of education from the outside. Pesantren should not close ourselves in following the demands of the times to maintain its quality, but schools have to have a concept and design which always refers to the social relevance and the trend changes. Thus schools will increasingly exist in anticipation of social change, even roles in directing the changes that occur as the era of modernization and globalization.

Keywords: quality management, boarding, vision, life skills

Pesantren a traditional educational institution to understand, appreciate and practice the teachings of Islam with an emphasis on the importance of living in a society of moral as guidance in daily life **Error! Reference source not found.** As an educational institution, pesantren was established in order to uphold and defend Islam in the face of the earth **Error! Reference source not found.**

Education in pesantren goal was not only broaden students with various explanations, but to raise the morale, training and heightens the spirit, appreciate spiritual values and humanity, teaches attitudes and behavior that is honest and moral, as well as preparing the students for the simple life and be clean. The purpose of pesantren education not to pursue the interests of power, money and worldly grandeur, but learning is solely the obligation and devotion (worship) to God **Error! Reference source not found.**

Along with the times and the number of public demand for better management of pesantren and quality, then it is time to change the paradigm of development pesantren with quality oriented / quality in order to meet society's expectations.

In the context of improving the quality of education, pesantren are required to be able to provide services and administer educational institutions to the principles of quality management, especially pesantren is an element determinant of the structure of the social pyramid Indonesian society that has elektabilitas level high in order to encourage social change-community on aspects education, improving the quality of human resources and

also on other aspects such as the fields of culture, politics, economics, social and others.

Based on the results of preliminary studies, pesantren Nabil Hussein Samarinda and pesantren modern Ibadurrahman Kutai Kertanegara an Islamic educational institutions are known to be very firm and resolute in complying with Islamic values. However, in the development and institutional dynamics, pesantren had an outstanding response to changes very dynamically in preparing graduates to be accepted in society.

Pesantren Nabil Hussein Samarinda more emphasis on the mastery of ethical values are summarized in the application of the integrated curriculum between Pondok Modern and the Salaf, curriculum Ministry of Religious Affairs and the Ministry of National Education curriculum. However, pesantren generally have the main characteristic that can be regarded as educational institutions inculcate religious values to students through the classics **Error! Reference source not found.**

In quality control, pensatren Nabil Hussein Samarinda using several strategies: first, the selection and training of human resources to get a better education services; second, standardize work processes in schools produces educational services; Third, monitor the satisfaction of learners (students) through the alumni forum.

Likewise with pesantren modern Ibadurrahman more emphasis on mastery of tools that nahwu and sharf. Teaching and training adopting modern educational system of the Pesantren Modern Gontor Darussalam, namely Kulliyatul Mu'allimin Al-Islamiyah. Pesantren is more forward and outlines a system of implementation of the learning process controlled, documented and designed to ensure that the output

of pesantren education in accordance with the expectations of the costumers.

Another unique phenomenon lies in the system of graduation students in pesantren modern Ibadurrahman Kutai Kertanegara. Any students who are already carrying out the whole process of learning in the pesantren is not directly given syahadah or diploma because there are some processes that must be fulfilled by him: first, to do service at least one year at the pesantren modern Ibadurrahman or in educational institutions affiliated with pesantren modern Ibadurrahman. For those students who carry out the service outside the modern cottage, every month should report to the modern cottage; Second, academically also must meet the terms and conditions that have been imposed, which passed the scoring system given by the Director Kulliyatul Mu'allimin Al-Islamiyah (KMI); Third, the moral assessment provided by the council of the caring students. If these requirements are met by the students, then syahadah or diplomas will be awarded.

One effort to satisfy customers (students and parents of students), pesantren Nabil Hussein Samarinda and Pesantren Modern Ibadurrahman Kutai Kertanegara waive the cost of tuition, boarding and meal allowance money. Pupils were given the task to learn without thinking about financing charged to them. This was done in order to ease the burden of parents of students. Buildings, means of pre facilities for learning in both schools is very complete and nice and has a large area.

Pesantren Nabil Hussein Samarinda and Pesantren Modern Ibadurrahman Kutai Kertanegara in the province of East Kalimantan is an Islamic educational institutions are considered as Islamic educational institutions that have great contribution in generating superior output. Both of these pesantren including Islamic educational institutions excel in terms of both academic and non academic success as pesantren to make himself superior.

One of the programs featured in both pesantren is habituation in Arabic and English. Habituation is intended so that students have a mastery of Arabic and English, because it is a need and demand for anyone including Muslims are more motivated by reason normative-theological, namely the assumption that the Koran, the Hadith, as well as the Islamic sciences generated from these two sources to understand everything in Arabic. While mastery of English is an international language first interpreted as a form of global language that the main stream as well as the language of science that exist today.

The phenomenon of placing the two pesantren as agents of social change that is expected to contribute prophetic on human civilization, both on the intellectual plane theoretically and practically - output institutions that have suitability to the needs of society - that is based on Quran and al-Hadith.

Moreover, the phenomenon of customer satisfaction is what later became one of the focuses of the implementation of quality management education in Pesantren Nabil Hussein Samarinda and Pesantren Modern Ibadurrahman Kutai in East Kalimantan. In the process of improving the quality of schools, not just focus on the assessment report cards and diplomas, but he formed a management system quality improvement embodied in the "program task devotion" to several educational institutions. All education element in this case is used to create a "results merit" or quality of graduates is a good education and be accepted by society. Factually, this program is able to provide a special attraction for the public to appreciate. This was proven by the many requests of teachers duties devotion by some educational institutions in various areas.

Based on the context of the above study, the focus of this study is a quality management education to both pesantren in East Kalimantan. The formulation of the problem in this research is; 1) How does the concept of quality management education in Pesantren Nabil Hussein Samrarinda and Pesantren Modern Ibadurrahman Kutai in East Kalimantan?, 2) How to design the quality of education in Pesantren Nabil Hussein Samrarinda and Pesantren Modern Ibadurrahman Kutai in East Kalimantan ?

DISCUSSION

Pesantren Education Quality

Quality development in Islamic education is something that is essential, the concept of quality in educational institutions is universally adopt many of the industrialized world, the concept of quality that was born from various domains, especially from the industrialized world can be understood as the entrance to improving the quality of Islamic education **Error! Reference source not found.**

The concept of quality in schools other than absolute in nature also relative of society as a customer. Quality has absolute refers to a product or out-put of boarding and pegged to a specific size by an institution, how they set the standards and expectations of the customers needs education schools. If the service is not top quality performance, then customers will leave the agency, because there are other alternatives that can be selected by them. If the product or out-put from the school wanted to continue even exist, then the quality improvement in schools continue to be

improved in accordance with the needs and expectations of customers.

In macro properties of quality, according to Slamet could contain several elements: (1) reliability (reliability), (2) the assuredness (assurance), (3) appearance (tangibility), (4) concern (empathy), and (5) responsiveness (responsiveness) **Error! Reference source not found.** Credibility can be generated from attitudes and actions such as: honest, timely service, guarantee of safety to the products / services are used / obtained, and the availability of products / services when needed by the customer.

Quality in conventional management vary greatly depending on the perspective adopted, Joseph N. Juran states that ;“quality” means those features of products which meet customer needs and thereby provide customer satisfaction. In this sense, the meaning of quality is oriented to income. The purpose of such higher quality is to provide greater customer satisfaction and, one hopes, to increase income. However, providing more and/or better quality features usually requires an investment and hence usually involves increases in costs **Error! Reference source not found.**

Thus the quality is highly dependent used in framing the output, there is some sense of quality, but it has the same intention on the compatibility between the ideas and ideals and praxis. So the concept of quality is often regarded as a relative measure of perfection or goodness of a product / service, which consists of design quality and conformance quality (a measure of how much the level of suitability of a product / service with the requirements or quality specifications defined earlier)**Error! Reference source not found.**

From the description, it can be concluded that the quality of education is the quality of education boarding schools that refers to input, process, output and impact. Quality is everything that needs to be available as needed for the process of boarding school education. Quality inputs pesantren education can be seen from several sides. First, the good condition or not input of human resources, such as educational institutions boarding caregivers who have the vision and mission as well as capable, chaplain / cleric and students; second, meet the criteria whether or not the input material in the form of infrastructure as well as the medium of learning in schools; third, whether or not fulfilling the criteria of input software, such as regulations, job descriptions and organizational structure pesantren; and fourth, the quality of inputs that are the expectations and needs, such as vision,

motivation, persistence, and ideals. While the quality of the learning process in schools implies that the ability of resources to transform multi boarding input types and situations to achieve a certain degree of added value of students.

In the basic framework, schools need to have startegik planning framework and strategic analysis of performance raises the quality of education in schools, with the various dimensions of quality that may be referenced in this framework; 1). performance, the principal operating characteristics of core products; 2). features, namely a secondary or complementary characteristics; 3). Reliability, which is less likely to suffer damage or failure; 4). conformance to specification, design characteristics and the extent to which the operation meets the standards previously set; 5). Durability, with regard to how long the product can continue to be used; 6). Serviceability, including speed, competence, convenience, ease of repair, and the handling of complaints satisfactorily; 7). Aesthetics, namely the product appeal to the senses; and 8). Perceived quality (perceived quality), the image and reputation of the product as well as the responsibility to it

While V Gasparez argued, the quality of products or services include, namely: 1). tangible; the physical setting of the service, location, staff, materials, communications and equipment; 2). Reliability; the ability to perform a service reliably and accurately; 3). Speed; the extent to which employees help customers and provide precise and fast; 4). guarantees; knowledge, the ability of employees to maintain trust and faiths; and 5). empathy; attention and concern for the individual consumer **Error! Reference source not found.**

Total Quality Management in Pesantren

The development of science and technology in a global society lead to changes in motion to continue to compete and requires each organization to continue to make continuous improvements. Similarly, Islamic boarding schools as an educational institution can not be separated from the current motion to seize the market competition that ultimately requires schools to promote quality in the managerial process. In relation to the issue of the quality of education has developed a new approach, particularly in managerial processes of institutional education is Total Quality Management (TQM).

The approach used to describe two different ideas but interrelated, namely: first, is a philosophy of continuous improvement; The second, related uses to describe the TQM tools and techniques, such as brainstorming and analysis field, which is used to put a quality improvement into action. The pattern thus put TQM as an approach to run a business that tries to maximize organizational

competitiveness through continuous improvement on products, services, labor, processes, and the environment.

In this framework, Total Quality Management (TQM) is a philosophy and culture (labor) organization (philosophy of management) are oriented on the quality (quality). Destination (goal) to be achieved within the organization with a culture of Total Quality Management (TQM) is to meet or even exceed what is needed (needs) and expected (desire) by the customer **Error! Reference source not found.**; with the principles of relentless improvement the quality improvement in all sectors carried out by the organization and carried out continuously **Error! Reference source not found.**

Thus, Total Quality Management (TQM) in the framework of research on quality management education schools in the Pesantren Nabil Hussein Samarinda and Pesantren Modern Ibadurrahman Kutai Kertanegara can be interpreted as a form of management of the quality of all components (stakeholder) concerned with the vision and mission pesantren educational organizations. Total Quality Management (TQM) is a management company to do the right thing every time, from the examination (checking) at a certain time when the error occurred. Total Quality Management (TQM) instead of working for someone else's agenda, although the agenda was devoted to the customer (customer) for the community.

Particles "total" in Total Quality Management (TQM) is the involvement of all components of the organization that took place in the organization of educational institutions there is no standard form on an educational organization with a record of organizational forms that are used need to be appropriate and facilitate improvement in the quality of education **Error! Reference source not found.** While particle "management" in Total Quality Management (TQM) means the management of each person within an organization, regardless of status, position or role. They are all managers of the responsibility it has, every space component schools in the division of tasks has logical implications towards improving the quality of education in pesantren **Error! Reference source not found.**

Lesley Munro-Faure and Malcolm Munro-Faure declared that Total Quality Management (TQM) all the components organizations need to do: first, doing things right. This means that only activities that support the business in order to satisfy the needs of customers who can be accepted. Activities

that do not need it should not be continued anymore; secondly, doing things correctly. This means that all activities must be carried out correctly, so that the results of these activities according to customer requirements; and third, doing things right the first time every time. It is based on the premise to prevent errors arising. These three things are summarized in do the right think, first time, every time, that is "doing the right thing right, since the first time, every time" (Munro-Faure, 1999, p. 11). **Error! Reference source not found.**

Total Quality Management (TQM) in the pesantren is an education management system that elevates the quality as a business strategy and oriented to the satisfaction of stakeholders (customers) schools by involving all members of the organization on a continuous basis pesantren. In this scope, pesantren education institutions in implementing TQM with the basic characteristics of quality management emerged, among others: 1). Total commitment to the continuous increase in the value of the customer, investor and personnel (staff); 2). Institutions understand the market forces whose defining quality is not based on the interests of the organization, but the interests of the customer; and 3). Commitment to lead the people with the improvement and constant communication **Error! Reference source not found.** If translated again, then these characteristics consist of: 1). focus on customers, both internal and external customers; 2). have high regard for the quality obsession; 3). use a scientific approach to decision-making and problem-solving; 4). has a long-term commitment; 5). requires teamwork; 6). improve process continuity; 7). education and training; 8). provide freedom of hand; 9). have a controlled entity; and 10). the involvement and empowerment of employees **Error! Reference source not found.**

By putting the customer schools as the main focus, the organizational structure will be inverted pyramid. usually cone-shaped organizational structure. Kiai is at the top, followed maid kiai as head of the center, chaplain / cleric and support staff. In Total Quality Management (TQM) is to be inverted conical shape. Precisely the helm (scholars) are under, which implies it should be a servant of the leaders in the existing intermediate level. Likewise leaders should serve cleric medium / cleric and cleric / cleric must serve the needs of his students.

Thus, each employee is seen as an organizational resource that is most valuable, because every employee in the organization treated well and given the opportunity to develop themselves, berbartisipasi in team decision making. Management based on facts. fact-oriented organization. This means that every organizational decision should be based on data, not on feeling

(feeling). Two of the key concepts related to the facts; 1). Prioritization, ie the concept that improvements can not be dilakukan in all aspects at the same time, given the limited resources available. Thus, by using the data, the management and the team can focus its efforts on certain vital situations. 2). Variation, or the variability of human performance. Data can provide a picture of variability is a normal part of any organizational system. Thus management can predict the outcome of every decision and action taken.

Total Quality Management (TQM) in education is a philosophy of continuous improvement where educational institutions to provide a set of tools or tools to meet and even exceed the needs, desires and expectations of customers today and in the future. Total Quality Management (TQM) is an approach to run a business that tries to maximize organizational competitiveness through continuous improvement on products, services, people, processes and the environment. Implementation was carried out jointly, integrated, sustainable, and by all elements of the policy makers to the implementers, from upstream to downstream and involving the entire community. Implementation of these management functions seem to be effective if they can create a synergic relationship between the upstream and downstream, and were also able to apply the principles of fairness, transparancy, accountability, responsibility, morality, reliability and commitment. The application of the principles of good corporate governance in the educational environment in general, and in boarding schools will ensure the implementation of effective education, efficient and productive.

Design Quality of Education in Pesantren

In order to design the quality of education in boarding schools, in order to conform to the expectations of all parties and in accordance with standardized. According to W Edward Deming, the problem lies in the quality of management problems. In this case, the quality of educational institutions should be faced with the measure of matters relating to the management. There is a 14 point quality program presented by Edward Deming and a new combination of quality management and call to management to change the approach and design quality, namely:

- a. Create an effort to increase product and services with the aim to be competitive and keep it running.
- b. Adoption of a new philosophy.

- c. Avoid dependence on mass inspection to achieve quality.
- d. End the practice of business respect to the price.
- e. Increase with constant production systems and services to improve quality and productivity.
- f. Instituted vocational training.
- g. Institutionalized leadership.
- h. Eliminate the fear that everyone can work effectively.
- i. Describe the barriers between departments.
- j. Eliminate slogans, exhortations and targets and increase productivity without increasing the workload.
- k. Eliminate work standards using a numerical quota.
- l. Remove barriers that deprive pride karyawanatas expertise.
- m. Instituted various educational programs that improve morale and work quality improvement.
- n. Put everyone on the team work in order to carry out the transformation. **Error! Reference source not found.**

To fourteen points presented above Edward Deming analyzed or viewed from the satisfaction of the consumer. In this case the question is of the learners and communities concerned in education **Error! Reference source not found.** In relation to the design quality of education at boarding school, this theory will give a new dynamic to the development of schools that have a competitive advantage and meet the needs of society and the demands of the times.

Thus that, the quality of education boarding school is an accumulation of all the quality of services that exist in educational institutions received by customers. Education is a long process, and activities that one is affected by other activities. When all the activities done well, then the final result of the education service will achieve good results, in the form of "total quality."

Quality design as submitted by Edward Deming can be used as a foundation to improve the quality of education at schools organization. This quality design implementation in peningkatkan quality of education in boarding school focuses on two main concepts. First, as a philosophy of continuous improvement, and the second relates to the tools and techniques such as "brainstorming" and "force field analysis", which is used for quality improvement in management measures to achieve the needs and expectations of customers **Error! Reference source not found.**

In practice, schools focus on internal and external customers. There are at least five qualities of service that must be realized in order to internal and external customers pesantren be satisfied which includes:

- a. Trust, meaning that services in accordance with what was promised.
- b. Assuredness, that is able to guarantee the quality provided.
- c. Appearance, the intention is the ambience and favorable climate.
- d. Attention, attention yayu primary external customers (students) who are the main customers.
- e. Responsiveness, that is quick and responsive to customer needs **Error! Reference source not found.**

In designing quality boarding steps are required steps, namely: knowing what to do, know the procedures and methods used, documenting all activities in the boarding program has been conducted and evaluated periodically.

METHODS

This study uses a qualitative approach with case studies. While collecting data in this study using three techniques, namely; participant observation (participant observation), in-depth interviews (depth interview), documentation and focus group discussion. Analysis of the data is done through the stages of analysis **Error! Reference source not found.**, namely; data reduction, a data display, and conclusion drawing / verification in case analysis. While checking the validity of the data carried through; credibility, transferability, dependability and confirmability.

RESULTS AND DISCUSSION

After analyzing the similarities and differences in the findings of the study at two sites (cross-site analysis), it was found that the findings of quality management in schools based on vision and Excellency life skills, which can be described as follows; 1) The concept of quality management education in pesantren Nabil Hussein Samarinda and Pesantren Modern Ibadurrahman Kutai Kertanegara is the management of pesantren are able to synergize the fulfillment of the vision of the founders of pesantren with the demands of standardization needs and development of the Muslim community. 2) The integration pattern of public schools Salaf and kholaf with standard principles of management schools include: a) The existence of single leadership - collegial nature of central - decentralized (top - bottom) in the decision-making system, b) Focus on the establishment of schools and the provision of supplies of life skills students, fulfillment facility through the optimization of community participation and empowerment by not

burdening students and guardians of students, focus on students studying religion and life skills in the community, c) optimizing the role and functions of the component schools based on quality management of sustainable, d) the existence of internal evaluation as a media feed back of the external evaluation as development of alumni and the community, e) presence in the fulfillment pabilitas sustainable development, human resources, quality of graduates with the principle of continuous development. 3) While the steps of design quality in both educational institutions boarding is done through: a) the formulation of the vision and excellence of schools, b) determining the pattern of integration of vision and excellence pesantren, c) development of standards of excellence program schools, d) implementation program education activities, e) Controlling and evaluation of programs. Cultural Design: change the negative image of pesantren culture became positive cultural values through culture of discipline, professional work and respect for diversity or multicultural. Design networking: silaturahmi, build internal and external silaturahmi

CONCLUSION

Quality management in pesantren based on vision and life skill Excellency is a education development concept through management sciences in order to create a superior education and high competitiveness. By implementing the Quality management in pesantren based on vision and life skill Excellency through the pillars of quality adopted from principles, design, strategy of education quality boarding and spiritual values, it will give birth to the Quality of Education in accordance with the expectations and demands of society and the demands of the times.

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IMPROVING THE READING COMPREHENSION LEVEL OF THE SELECTED GRADE 7 STUDENTS OF BINULASAN INTEGRATED SCHOOL, INFANTA, QUEZON THROUGH DIRECTED READING-THINKING ACTIVITY (DRTA)

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ABSTRACT

The paper aimed to improve the reading comprehension level of the selected Grade 7 students of Binulasan Integrated School through DRTA, an intervention program/ a remedial reading strategy. Descriptive - comparative method of research was used in the completion of this action research. They were directly involved in the implementation of the DRTA. Thirty-nine Grade 7 students were actually considered in measuring the effectiveness of the DRTA intervention program/ a remedial reading strategy through pre-test and posttest. The result of pretest given to 39 students administered before the implementation of DRTA disclosed that 19 or 49% belonged to Frustration level. These students demonstrated improvement in reading comprehension test after the implementation of the DRTA. This action research had proven the effectiveness of DRTA in enhancing the reading comprehension level of the students. So, DRTA may be used as one of the remedial/ intervention strategies in the division, region or even in the country.

KEYWORDS. DRTA- (Directed Reading-Thinking Activity), Reading Comprehension Level, Narrative Text

The ability to read and to write is considered as common indicator that a person is literate. Literate person has the capacity to use language, numbers, images and other means to understand and use the dominant symbol systems of a culture. The concept of literacy is expanding in countries to include skills to access knowledge through technology and to ability to assess complex contexts Gillaco (2014).

Goody (1987) stated that the key to all literacy is reading development, a progression of skills that begins with the ability to understand spoken words and decode written words, and culminate the deep understanding of text. Reading development involves a range of complex language underpinnings including awareness of speech sounds (phonology), spelling patterns (orthography), word meaning (semantics), grammar (syntax) and patterns of word formation (morphology). All of which provide a necessary platform for reading fluency and comprehension. Once these skills are acquired, the reader can attain full language literacy, which includes the abilities to apply, to analyze, to make inference and to synthesis; to write with accuracy and coherence; and to use information and insights from text as the basis for informed decisions and creative thought.

Reading is a habit in which students learn, gain knowledge and develop new skills Olivar (2014). Knowing the importance of

reading and in accordance with the implementation of the Enhanced basic Education Program, K+12 Curriculum, the government through the Department of Education (DepEd) has implemented “ Every Child A Reader Program” (ECARP) concluded in DepEd Memorandum No. 402.s. 2004 and Administrative Order No. 324. This aims to teach learners with planned training in reading and writing to make them young readers and writers. Furthermore, ECARP is one among the ten-point education agenda of President Benigno Simeon Aquino III to ensure that the country’s public schools produce graduates who are well-equipped to cope with the different challenges in life.

In order to instill good reading skills among students in public schools, assessment is done to determine their reading proficiency. One of which is the Philippine Informal Reading Inventory (Phil-IRI). It measures the reading proficiency of the students through word recognition and reading comprehension in English and Filipino. Based on the Phil-IRI scale, the students are categorized into the following levels: frustration, instructional and independent. Students who are under frustration level tend to withdraw themselves to read by refusing it. In the instructional level the students can read when being guide and independent level the students can read without the teacher’s guidance.

According to Anderson (2000) reading is a simple process. Readers decode each word in a

text and then automatically comprehend the meaning of the words.

Reading comprehension is an essential skill for learners of English. For most of learners, it is the most important skill to master in order to ensure success in learning. With strengthened reading skills, learners of English tend to make greater progress in other areas of language learning. Reading should be an active, fluent process that involves the reader and the reading material in building meaning.

Teaching students how to utilize the skills and knowledge they bring from their first language, develop vocabulary skills, improve reading comprehension and rate, and monitor students' improvement are just some of the elements that teachers must consider in preparing for an English language reading class. Learning to read in a second or foreign language is a process that involves learning skills, learning new vocabulary and patterns, and cultivating the ability to transfer skills from the classroom to the real world, where English may be used.

In Philippines, English has been taught as a second language both as local current subject for elementary school students and as compulsory subject for junior and senior high school students. Students of English are expected to master in language skills namely listening, speaking, reading, and writing and to have communicative competence in using it. Having communicative competence means students have competencies in understanding and producing discourse in spoken and written under meaningful context which influenced by situation and culture.

The basic competency of reading skill mentioned in curriculum for the Grade 7 students is to comprehend transactional discourse and dialogue leading to interpersonal meaning and/or oral monologue in the forms of descriptive, narrative, recount, and report. The achievement indicator the students must gain is being competent in the sub reading skill, including comprehending main idea, specific information, word meaning and textual reference of the text.

However, the thing that many students find difficulties in reading activity is to comprehend or understand the information of the reading material. The fact of the students' problem in comprehending reading text above also become the problem encountered by the Grade 7 students of Binulasan Integrated School, Infanta, Quezon. Almost students have a problem in comprehending reading text, in the four reading sub skills. The reading class

bored them because of the English teacher in teaching reading only involve tasks in the text book, read the text, and answer the questions following the text.

In line with the above reality, it is important to take a consideration in order to solve the problem and to improve the students' achievement in reading comprehension. One thing that must be taken into account is the strategy in teaching reading. The strategy used in this study was called DRTA.

The writer conducted this study for the purpose of improving the Grade 7 students in reading comprehension level, especially in comprehending main idea, specific information, word meaning and textual reference of a text using DRTA.

Specifically, it aimed to seek answers to the following questions:

1. What is the level of reading comprehension of the Grade 7 students before the implementation of DRTA?
2. What is the level of reading comprehension of the Grade 7 students after the implementation of DRTA?
3. Is there any significant difference on the level of reading comprehension before and after the implementation of DRTA?

Hypothesis

There is no significant difference in the reading comprehension level of the Selected Grade 7 students before and after the implementation of DRTA.

BRIEF REVIEW OF RELATED LITERATURE

Comprehension, a complex cognitive process, is central to acquiring a new linguistic system. Input must be decoded in some comprehensible fashion for second language acquisition to occur. In the case of a foreign language reading comprehension, the reader uses previous knowledge to construct and integrate meaning from text. During reading there is simultaneous cognitive processing involving pattern recognition, letter identification, lexical access, concept activation, syntactic analysis, propositional encoding, sentence comprehension, activation of prior knowledge, information storage, and comprehension monitoring. According to connectionist models (Koda, 2005, 2007; Nassaji, 2002) the generic knowledge structures, or background knowledge, that are accessed during reading are largely determined by the quality of the text base that the learner constructs. Text base quality is affected by the individual's text processing efficiency (i.e., ability in lower-level

processes, such as word recognition and syntactic parsing) and working memory.

Gillet and Temple in Juniari(2003) stated that reading comprehension is a search for meaning, actively using our word knowledge and the text to understand new things we read. We need knowledge of the world to understand new things, need to be familiar with various text structure encountered and need to be active in seeking meaning to rise up from the passage.

Simanjutak (1998), as cited in Raharja (2004), agreed on reading as a cognitive process of making interaction with print and monitoring comprehension to establish meaning which involves the process of identification (the ability of the reader to identify or determine what the text says) and the process of interpretation (the readers' activity to make sense or to draw out the meaning of the reading text they read).

Reading comprehension is process of understanding written text or information presented by the author and affected by many factors. Those are factors within the readers, factor within the written message, and factors within the reading environment (Pearson Johnson, in Gipe (1991).

Comprehension processes and second language acquisition processes, although somewhat overlapping, are also distinct. For example, comprehension involves constructing a mental representation from the propositional content for the purpose of understanding the message. However, in order for a linguistic system to be developed through comprehension activities, additional input processing must occur. Such processing entails making form-meaning connections from the input, or focusing attention on new forms and associating them with their functions or referents.

Further, Depdiknas (2003) stated that narrative text learned by the students of Junior High School related with problematic events whose social function are to amuse, entertain, and deal with actual or vicarious experience in different ways.

Narrative text is reading for story. It is often called fiction in which the values are used to describe, explain human behavior.

Meanwhile, Tonjes, et al. (1990), stated that narrative text is the text used to entertain, to tell a story, or to provide as aesthetic literary experience. They also said that narrative text is based on life experience and is person oriented using dialogue and familiar language.

Directed Reading Thinking Activity (DRTA) is a strategy that encourages students to use their minds while reading a text. It guides students to ask questions based on what they read, make predictions on the story line and read further to confirm if their predictions were right. This process helps develop them into thoughtful learners, making their active to comprehend more from the text.

A DRTA may be used for an individual separately, for a small group or even the class as a whole. When used with a group, it helps develop communication skills in the students, not just reading skills.

There are four steps to the DRTA process:

- Introduction
It sometimes helps for the student to talk about what he or she already knows about the subject that they will be reading. This helps them put everything they know on the subject out on the table before they start reading and pushes them to discover new information on the topic.

- Predict
Encourage the students to predict the story after reading the title. They may also predict the story based on the pictures included. Tell them that there is no wrong answers but they need to justify their answers.

- Modify Predictions
Start reading the text. After each section, provide the students an opportunity to change their predictions.

- Reflect
After the entire selection has been read, encourage the child to reflect on his or her predictions and the reasons they modified their earlier predictions. Help them understand the value of thinking about their text. The text that is used for this activity must be selected carefully. A badly selected passage can dull the activity and prove disappointing. Some of the elements to consider while choosing the text are:

- Familiarity
You need to ensure that none of your students have read the passage earlier. Students will not be able to predict their way through the text if they know what happens next.

- Prediction points
Another element that helps is to pick a passage that has definite prediction points. This ensures that predictions are made with greater ease.

The DRTA is a general plan for directing children's reading. It encourages children to think as they read, make predications and check their accuracy.

DRTA provides guided practice for students in setting their own purposes for reading.

1. Read the title and study a picture or two about the story

2. Ask students to make predictions based on the title and the picture(s)
3. Read the first part of the story and ask students some comprehension questions based on what was read.
4. Afterwards, ask them to predict what will happen next.
5. Ask students to read the next part and check whether their predictions had been correct.
6. Ask students to answer other comprehension questions based on what was read.
7. Ask prediction questions before proceeding to the next part of the story.
8. Repeat steps 3 to 5 until the entire story has been read.
9. Ask other comprehension questions that have not been answered in the DRTA.

CONCEPTUAL FRAMEWORK

An epistemology or philosophical explanation about the nature of learning, it is a philosophical perspective contending that individuals form or construct much of what they learn and understand. It reveals a shift away from environmental influences towards human factors as explanations for learning. With constructivism, researchers have shifted focus to how learners construct their knowledge rather than on how knowledge is acquired and how environmental factors influence learning, which are central theories related to behaviourists and cognitivists (Schunk, 2008:237).

Constructivism has influenced educational thinking about the curriculum and instruction. It underlies the emphasis on the integrated curriculum in which learners study a topic from multiple perspectives and where teachers use teaching and learning materials in such a way that learners become actively involved (Schunk, 2008: 237 & 241). It contends that knowledge is constructed from experience, that learning is a personal interpretation of the world and an active process in which meaning is developed on the basis of experience, where learners must actively construct knowledge and understanding for themselves. It is based on the assumption that conceptual growth comes from the negotiation of meaning, the sharing of multiple perspectives and the changing of internal presentations through collaborative learning (Schunk, 2008:237).⁴¹

A constructivist assumption is that teachers should not teach in the traditional way but rather should structure reading lesson such that learners are actively involved, provide

support and guidance rather than lecturing, and place emphasis on reflective teaching. They stress that social group learning and peer collaboration are useful because as learners model for and observe each other they teach and learn not only skills but also experience higher self-efficacy for learning (Schunk, 2008:237-241).

Constructivists assume that knowledge is first constructed in a social context and is then appropriated and owned by the individual. Constructivists view reading as an active process through which learners discover concepts. According to the constructivists individual learners make meaning of learning through interaction with each other and with the environment in which they live (Schunk, 2008:237-241). These principles are similar to those outlined in the outcomes-based system of education that also encourages group work and interaction amongst learners.

Various authors state that, just as there is no single type of child in the reading classroom, there is also not only one approach to the teaching of reading, but rather instruction needs to match the learners' academic needs (Darrel, 2005:4; Norton, 2007:5). Russell and Santoro (2007:190, 194) maintain that carefully designed instruction is required to help learners at risk of academic failure to attain grade-level expectations.

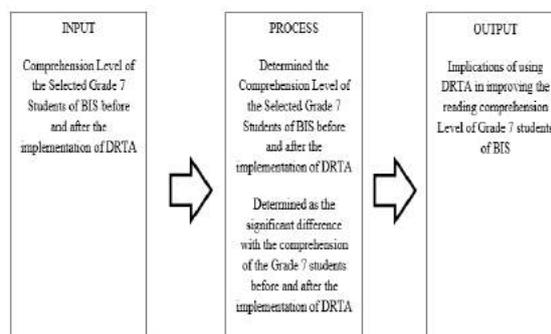


Figure1: Conceptual Paradigm of the Study

METHODOLOGY AND RESEARCH DESIGN

Generation of Alternative Solutions

In response to the needs of the Grade 7 students of Binulasan Integrated School as revealed in the reading test results. DRTA had been considered and implemented from August 17, 2015 to September 25, 2015.

The DRTA was used by the researcher as one of the strategies in improving the reading comprehension level of the Grade 7 students of BIS. This strategy was adapted in response to the result of the reading test administer to the Grade 7 students section Courage.

In order to achieve the goal of the DRTA as one of the reading remedial strategies, the

reading topics were adapted in the Grade 7 module and other Philippine Literature books. They are as follow:

1. How the World was created (Panayan)
2. Ibalon
3. Indarapatra and Sulayman
4. Story of Lam-ang
5. Centipede
6. Wedding Dance
7. My father's eyes
8. The Legend of MariangMakiling
9. The World is an Apple
10. Footnote to Youth

RESEARCH DESIGN

The researcher implemented a classroom action research. Carr and Kemmis(nd) stated "*Classroom Action Research is a form of self-reflective inquiry undertaken by participants in social (including educational) situation in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situation in which practices are carried out.*" (McNiff, 1988, in Sandiani, 2005),

Classroom action research is conducted in cyclic process, involving the process of planning, action, observation and reflection (Kemmis and Taggart, 1998:10). This action research was conducted to the Grade 7 students of BIS by implementing cycles.

Specifically, this study used a descriptive- comparative method of research to asses and determine the difference between the pretest and posttest of the topics learned in the first quarter of the selected Grade 7 students of Binulasan Integrated School.

RESEARCH LOCALE

The study was conducted in Binulasan Integrated School located at Binulasan, Infanta, Quezon. It is one among the four public secondary schools in Infanta that caters the young citizenry of Dinahican, Binulasan, Abiwin and Libjo. As a Grade 7 English teacher, the researcher chose the school to be the setting of the study to help the Grade 7 students improve the comprehension skills through the use of DRTA.

RESEARCH RESPONDENTS

The total of 39 Grade 7 students were the respondents of the study, they were 20 male and 19 female from section Courage.

RESEARCH INSTRUMENT

Some instruments used to obtain the data were:

- 1) Reading task
Reading tasks were used in each session during the action of the cycle.
- 2) Test
There were two kinds of test administered in this study, those were pre-test and post-test. The pre-test was conducted to see the problems faced by the students. The post-test was conducted at the end of each cycle to find the students' improvement in reading skill.

RESEARCH PROCEDURE

This present study conducted in order to improve students' ability in reading comprehension through DRTA strategy to encourage them to read and feel confident about their ability to understand written text.

1). Pre-test

This pretest was conducted in order to find out whether they find any difficulties or not. Based on the result of the pre-test, the researcher then decided to apply DRTA strategy in improving the reading comprehension level.

2). Cycle

The action procedure that will be implemented in this study as follows:

Planning:

- Making a teaching scenario for each meeting.
- Preparing the reading material will be used in the exercise and post-test.
- Preparing the teaching media (pictures, photos and slides)
- Preparing the work sheet.
- Preparing the test.
- Preparing the observation instruments (teacher's diary and questionnaire)

Action :

Steps in the teaching and learning process

- o Pre-activity
Engagement (gives short brainstorming related to the topic for focusing the students' attention).
- o while-activity
Exploration (giving student a chance to train)
Elaboration (giving a challenge to reinforce the student to enlarge their knowledge)
Confirmation (to generalize the material learned : sentence pattern, phrases, new words)
- o Post-activity
Assessment

PLAN OF ACTION

A. Objective

DRTA, a remedial reading strategy, aimed to improve the reading comprehension level of 39 Grade 7 students, section Courage,

of BIS focusing on the literary pieces mentioned above.

B. Timeframe

The DRTA was used for six weeks from August 17, 2015 to September 25, 2015.

C. Target Subjects

The target subject of this study was the 39 grade 7 students of BIS whom the researcher found with a poor reading comprehension level among the six sections in Grade 7 level.

D. Activities Undertaken

To successfully device the strategy, the strategy designed 10 lesson plans using DRTA. The topics were anchored to the module for Grade 7 which was provided by DEPED and other Philippine Literature books. Topics were listed above.

After the teacher read the divided part/s of the story, questions were given for analysis, then, students will be asked to predict what to happen next until the story ended.

Post-test was administered to measure the acquired knowledge after the discussion.

E. Evaluation Criteria

The reading comprehension level of the participants was measured by the researcher through reading comprehension test given to the selected Grade 7 students second after opening of the classes on selected Grade 7 students June 1, 2015.

The responses were interpreted using the rating scale below.

Table 1 Rating and Verbal Interpretation

| SCORE | LEVEL OF PROFICIENCY |
|--------|----------------------|
| 8 – 10 | Independent |
| 5 – 7 | Instructional |
| 0 – 4 | Frustration |

STATISTICAL TOOLS

1. Percentage was used to determine the reading comprehension level of the Grade 7 students.

Formula for reading comprehension level

$$C: \frac{\text{No. of CA (correct answer)}}{\text{No of Q (question/passage)}} = \text{_____} \times 100\% = \% \text{ correct}$$

Where;
 C = Comprehension
 CA = Correct Answer
 Q = Question

2. T-test was used to determine the significant difference with the reading comprehension of the Grade 7 students before and after the implementation of DRTA.

$$T = \frac{\sum d}{\sqrt{\frac{N(\sum d^2) - (\sum d)^2}{n-1}}}$$

Where:
 t - t-value
 $\sum d$ - sum differences between pre-test and post-test
 $\sum d^2$ - sum of squared differences between pre-test and post-test
 n - total number of paired scores

RESULTS AND DISCUSSIONS

Table 2 Level Of Reading Comprehension Of The Grade 7 Students Before The Implementation Of DRTA

| LEVEL OF PROFICIENCY | FREQUENCY | | | PERCENT |
|----------------------|-----------|----|-------|---------|
| | M | F | TOTAL | |
| Independent (8-10) | 4 | 5 | 9 | 23 |
| Instructional (5-7) | 5 | 6 | 11 | 28 |
| Frustration (0-4) | 11 | 8 | 19 | 49 |
| TOTAL | 20 | 19 | 39 | 100 |

The table shows the results of pre-test on reading test conducted by teacher two weeks after the opening of the class. It can be seen that nineteen or forty-nine percent of the student-respondents were on Frustration level, eleven (11) or twenty-eight were on Instructional level, and nine (9) or twenty-three (23) were on Independent level.

Table 3 Level Of Reading Comprehension Of The Grade 7 Students After The Implementation Of DRTA

| LEVEL OF PROFICIENCY | FREQUENCY | | | PERCENT |
|----------------------|-----------|----|-------|---------|
| | M | F | TOTAL | |
| Independent (8-10) | 6 | 8 | 14 | 36 |
| Instructional (5-7) | 8 | 7 | 15 | 38 |
| Frustration (0-4) | 6 | 4 | 10 | 26 |
| TOTAL | 20 | 19 | 39 | 100 |

The table above shows the results of post on reading test conducted by the teacher after discussing the stories. It can be concluded that fifteen (15) or thirty-eight (38) percent were on Frustration Level, fourteen (14) or thirty-six percent were on Independent Level and ten (10) or twenty-six percent were on Frustration Level.

Table 4 Significant Difference with The Level Of Reading Comprehension Before And After The Implementation Of DRTA

| LEVEL OF PROFICIENCY | FREQUENCY | | | | | | PERCENT | | VARIATION IN PERCENTAGE | MEAN DIFFERENCE | |
|----------------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------|-------------------------|-----------------|-------|
| | BEFORE | | | AFTER | | | BEFORE | AFTER | | BEFORE | AFTER |
| | M | F | TOTAL | M | F | TOTAL | | | | | |
| Independent (8-10) | 4 | 5 | 9 | 6 | 8 | 14 | 23 | 36 | 13 | | |
| Instructional (5-7) | 5 | 6 | 11 | 8 | 7 | 15 | 28 | 38 | 10 | 5.56 | 8.69 |
| Frustration (0-4) | 11 | 8 | 19 | 6 | 4 | 10 | 49 | 26 | -23 | | |
| TOTAL | 20 | 19 | 39 | 20 | 12 | 32 | 100 | 100 | | | |

The table shows the difference and results before and after the implementation of intervention program/ reading remedial strategy focusing on the improvement of the reading comprehension level of the selected Grade 7 using the Directed Reading Thinking Activity (DRTA). Before nineteen (19) or 49% of the student-respondents were on the Frustration Level, eleven (11) or 28% of the student-respondents were on Instructional Level and nine (9) or 23% of the student-respondents were on Independent Level. After the strategy/ intervention was implemented only ten (10) or 26 % of the student-respondents were on the Frustration Level, fifteen (15) or 38% of the student-respondents were on Frustration Level, and fourteen (14) or 38% were on Independent Level.

It can be concluded based on the statistical computation above, the researcher claimed that DRTA helped them comprehend or improved their reading comprehension level.

CONCLUSIONS

With the findings discussed in this action research, the following conclusions were drawn:

- (1) Majority of the selected Grade 7 students were on Frustration Level;
- (2) That the selected Grade 7 students showed improvement in reading comprehension test after the implementation of DRTA.
- (3) DRTA as a remedial reading strategy helped the students improved their performance on the suggested topics above.
- (4) DRTA as a remedial reading strategy was found effective as shown by the significant difference in the pre-test and posttest scores of the grade 7 students in the reading comprehension test.

RECOMMENDATION

The result of this action research directed the researcher to recommend the

administration of reading comprehension test to student-applicants before they enroll. Result of test should be used in addressing the students' needs in English particularly in Reading . It is also suggested that DRTA should be continuously utilized as one of the reading strategies in all sections in Grade 7 not only for the Grade 7 but also in Grade 8, Grade 9, and Grade 10.

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CONTRIBUTION CLASS INDUSTRIES (2W-SUZUKI CLASS) IN PREPARING A HIGHLY COMPETENT HUMAN RESOURCES IN VOCATIONAL HIGH SCHOOL IN EAST JAVA

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ABSTRAK

Efforts to improve the quality of human resources mandated by the Strategic Plan of the Ministry of National Education in 2020, especially in the field of quality of Vocational Education. The level of absorption of labor by the industry is still considered very low. The world of education in Indonesia still needs a lot of attention, both from government and private sources, with the quality of education is better, Indonesia hopes to have a bright future will be even greater. Overcoming it, education should actively collaborate with the industry. One form of cooperation between the worlds of vocational secondary school education with the world of work is integrated partnership program. As a form of concern for the world of education, PT. Suzuki Indomobil Sales have long cooperation programs improve the quality of vocational high school graduates include 14 representatives of School Patronage Suzuki. The method used in this study is the case study method approach to evaluation research. Sampling/informant in this research is purposive. The research was conducted on R2-Suzuki Class (2W- Suzuki Class) in East Java. The results of this study disclosing that: 1) the average results of national examinations (NUN) R2-SuzukiClass (2W- Suzuki Class) higher (74.60) compared to the Regular Class, 2) vocational competency exam results (UKK) R2-Suzuki class (2W-Suzuki Class) was higher (88.81) compared to the Regular Class, and 3) the percentage of absorption of graduates R2-Suzuki Class (2W-Suzuki Class) in the world of industry/world of work is higher (73.42%) compared to the Regular Classroom vocational high School.

Keywords: *industrial grade, human resources, vocational education, vocational students*

The 21st century is now a period characterized by the advent of the era of globalization. The phenomenon of globalization is a new era of human civilization where there is a rapid change in many areas of life. Science and technology are developing very rapidly, supported by the transformation of information such that the resulting change in the pattern of human life. Government preparedness in the face of globalization needs to gain the support of various fields but especially education. Strategies of Human Resources (HR) needs to be carefully prepared in order to be able to produce output that is able to compete at world level (Dharma S, 2013).

In pace with the quality of the human resources we have today, we are also confronted to have to struggle to deal with global competition that has begun intense. If we are not able to compete it will be eliminated by itself. National Education in Indonesia organized through formal, non-formal and informal a hope for the improvement of human resources. In 2003, the Declaration of ASEAN Concord II, ASEAN leaders agreed to establish

an ASEAN community or society in 2020 consisting of three pillars, namely the ASEAN Political-Security Community, ASEAN Economic Community and ASEAN Socio-Cultural Community. Then in 2007, they decided to speed up the creation of the AEC / AEC in 2015. Where to ASEAN leaders agreed that regional economic integration process accelerated by Blueprint (blueprint) ASEAN Economic Community in 2007 to be in the shape of the ASEAN Economic Community (AEC) 2015.

Human resources (HR) so be very important in an organization / company to face the competition. If the actual observed SDM Indonesia is not yet fully prepared for the ASEAN Economic Community (AEC) in 2015. It became a chore for the government and relevant agencies in promoting and improving the quality of Indonesian human resource competencies in order to compete with human resources from other ASEAN countries. Efforts to boost productivity is not just the responsibility of government alone but the participation of relevant institutions and the private sector is very important and this is an agenda that must be executed. HR so that Indonesia will be able

to compete with human resources from other ASEAN countries. This is a big agenda to improve the quality and productivity of the economy in general, especially productivity in better technical competence.

By having the ability in a particular field or have the ability to more than one, then the youth, especially graduates of vocational schools (SMK) will be able to face the ASEAN Economic Community. In addition to the hard skills of the youth must also have soft skills high. Hard skills and soft skills are the two components that cannot be separated. However, from the few studies that have been conducted each skill will be different portions in determining a person's success. Soft skills around 80% and the remaining 20% by the hard skills, because a person's success is not determined solely by knowledge and technical abilities (hard skills), but rather by the ability to manage themselves and others (soft skills). Hard skill is mastery of science, technology, and technical skills related to the field of science are studied. While the soft skills of a person skilled in dealing with others (interpersonal skills) and skills in organizing itself (intra-personal skills) who are able to develop to work optimally.

Furthermore, one of the forms of cooperation between the world of vocational education with the world of work is a collaborative program. The world of education in Indonesia still needs a lot of attention, both from government and private sources. With the quality of education is better, Indonesia hopes to have a bright future will be even greater. As a form of concern for the world of education, PT. Suzuki Indomobil Sales have long cooperation program to improve the quality of vocational graduates include 14 representatives of School Patronage Suzuki. Representatives of 14 schools Patronage Suzuki came from Greater Jakarta, Bandung, Yogyakarta, Solo, Malang, Ponorogo, and Makassar. As for the total beneficiaries of donations as much as 61 schools. Suzuki R2 class cooperation program in East Java until recently had never done a thorough evaluation. Taking into account the suitability of the curriculum is implemented as well as absorption of graduates in the industrialized world, a thorough evaluation of the program in order to illustrate the effectiveness and usefulness of the cooperation program with the industrial world.

Research methods

This research is categorized as research evaluation using case studies (case studies). The case study aims to make an

accurate interpretation of the characteristics of the object under study. Opinions Creswell (2010) that a case study focuses attention on programs, events, or activities involving individuals. Further, Creswell found because of the types of qualitative case studies have limited the size of the case. While the opinion of Tellis (2009) that the right applied to the case study evaluation research because it can reveal quantitative data and qualitative data is a source of information on the programs studied.

The research was conducted on Class R2 Suzuki (Suzuki Class W2) in SMK PGRI 3 Malang and SMK PGRI 2 Ponorogo. The rationale for establishing this school is because the school program has been implemented Competency Based Training (CBT) in Class R2 Suzuki (Suzuki 2W Class), both a vocational school in East Java that implement the program. Sampling / informants in this study undertaken purposively, which is based on the intent of the study. Criteria for selection of informants among others: 1). Principal, Vice Principal and Head of Program; 2). Teachers productive; 3). Instructors in the guiding industry training to students; 4). Third-grade students who have followed the practice of Industry (prakerin). Evaluation model used in this study is the CIPP evaluation model. CIPP evaluation model is the evaluation model consists of four components, namely the evaluation of Context, Input, Process, and Product (CIPP).

In order to reveal the effectiveness of the HR Competency Enhancement program products in Class R2 Suzuki (Suzuki 2W Class) at SMK use and analysis of documents has become a questionnaire to students. Analysis of documents has become a test which collects documents has become national exam results, and the test of competence, as well as the absorption finding graduates in the working world.

Table 1 includes the output and outcome indicators for outcome

| | |
|------------------|--|
| <i>(Product)</i> | <ol style="list-style-type: none"> 1. Output at high category include: 2. The average value of the results of the national exams (UN) Class Suzuki (Suzuki 2W Class) higher than Regular classes; and at least 50% of graduates in vocational 2W Class Suzuki gained value> |
|------------------|--|

- 7.00.
3. The average value of vocational competency exam results (UKK) Class Suzuki (Suzuki 2W Class) is higher than the regular classroom; and at least 90% of graduates in vocational 2W Class Suzuki gained value > 7.00.
4. Certificates of competence obtained from DUDI Class Suzuki (Suzuki 2W Class) more than SMK Regular classes.
5. Outcome in high category include:
6. The speed class graduates seeking employment Suzuki (Suzuki 2W Class) on DUDI at least 80% of the number of graduates who pass the competency test in accordance with vocational Motorcycles technical expertise, and with a grace period of waiting three months, as well as earning the minimum wage of regional (UMR).
7. Percentage of graduates find work in the

pace Class Suzuki (Suzuki 2W Class) on DUDI SMK more than regular classes.

Qualitative data analysis was done four stages: data collection, data reduction, data display and conclusion (Miles and Huberman, 1992). While quantitative data were analyzed using descriptive analysis.

Result and Discussion

The results of data collection to the National Examination and Class Suzuki Regular classes differ average value. Data were analyzed from the value of the UN in 2010 to the value of the UN in 2016. Every year changes, ie raising and decline. This brought the results of the analysis and processing of the average value of the UN in 2010 through 2016.

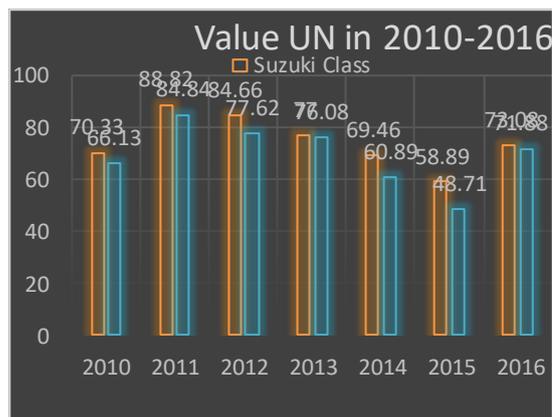


Figure 1 the average value of the UN regular classes and class Suzuki

In the Fig. 1 can be explained that in the second class (Suzuki classes and regular classes) experienced a slight decline compared annually. Decrease not significant, because of only a few values only. When viewed from the difference in the average value of the two classes, Suzuki has an average value higher than the regular classes.

In Fig. 2 presented the results of data collection from the value of Vocational Competency Exam (UKK) on Suzuki classes and regular classes are quite different. The difference to lookat the average value of 2010 through 2016.

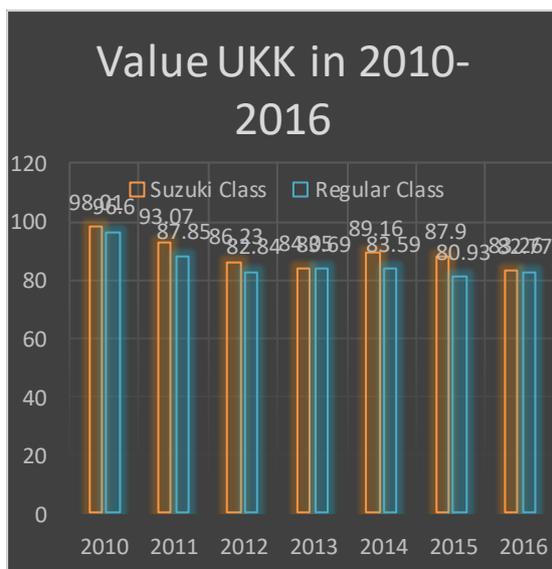


Figure 2 Average value UKK regular classes and class Suzuki

Based on the Fig. 2 can be explained that the Suzuki classes and regular classes are different average value UKK. In class Suzuki, the average value of UKK years 2010-2016 is higher than the value of the UKK in regular classes. It can be seen from a comparison of the average value UKK Suzuki and regular class that changes every year.

Speed to get a job Regular Classes and Class Suzuki

Data from the analysis of the level of absorption of students (Suzuki classes and regular classes) from 2014 until 2016 underwent significant changes. Of each class, the level of absorption of different students every year. Speed to get a job students in each class (Suzuki classes and regular classes) are at work 'employee'. Employees referred to here, is any kind of job outside entrepreneurs, college, and the job search process.



Figure 3 speed to get a job Students in 2014

In 2014, Suzuki class speed to get a job vocational students and vocational students regular classes found to be very different. In the Suzuki class, the number of students accepted into personnel by 82.1%, entrepreneurs 7.2%, 10.7% college, and who is doing the job search process amounted to 0%. In the regular classroom, the students who got a job as an employee of 58.9%; entrepreneurs 2.1%; lecture 3.2%; and in the job search process by 35.8%.

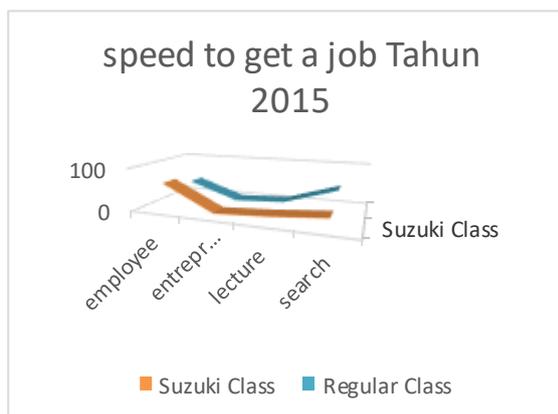


Figure 4 speed to get a job Students in 2015

In 2015, Suzuki class speed to get a job vocational students and vocational students regular classes found to be very different. In the Suzuki class, the number of students accepted into personnel by 62.9%, entrepreneurs 3.7%, 11.1% college, and who is doing the job search process by 22.2%. In the regular classroom, the students who got a job as an employee of 41.2%; entrepreneurs 1.5%; lecture 8.8%; and in the job, search process by 48.5%.

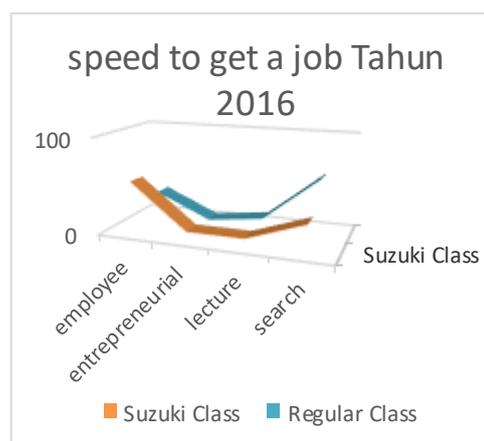


Figure 5 speed to get a job Students in 2016

In 2016, Suzuki class speed to get a job vocational students and vocational students regular classes found to be very different. In class Suzuki,

the number of students accepted to be an employee by 54.2%, entrepreneurs 8.3%, tuition 8.3%, and who is doing the job search process by 29.2%. In the regular classroom, the students who got a job as an employee of 28.4%; entrepreneurs 3.0%; lecture 10.5%; and in the job, search process by 58.2.

Based on the results of the research, it was found that the data between Suzuki classes and regular classes there is a difference phenomenon significant value. The difference can be observed from the results of the National Exam (UN) different students between classes and regular classes Suzuki. In Suzuki class, a value higher than the UN Regular classes. It was corroborated by the data discussed in the previous chapter. From 2010 to 2016, the value of the Suzuki class experience consistency with the average value is always on top of the regular classroom. The average value of UN grade Suzuki of 74.6% and 69.5% regular class. It can be concluded that the value of the class Suzuki is greater than the average value of regular classes. Other data explained that the average value of Vocational Competency Exam (UKK) Suzuki grade students still higher than regular classes. The average grade class UKK Suzuki at 88.81% and amounted to 85.6% regular class. The data is presented every year from 2010 until 2016. In addition, the absorption rate of students in the class Suzuki is also much higher than regular classes. It is presented in the Fig.6 below:

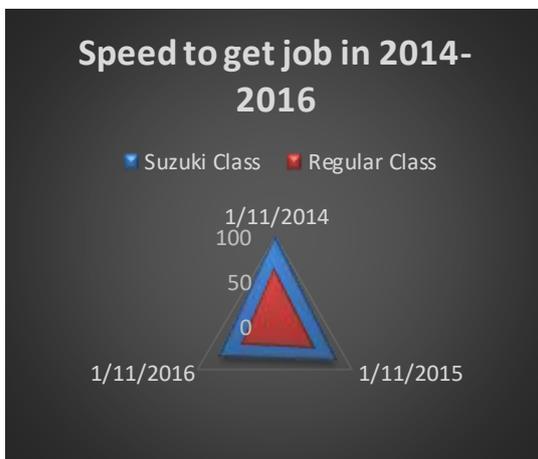


Figure 6 Summary of speed to get a job students Year 2010-2016

Suzuki cooperation class program is a model that combines the provision of education as a whole and integrated learning activities of students in schools with the mastery of vocational skills through working directly in the field of employment. The method was implemented in order to achieve improved

quality vocational relevance of education to the labor needs. Conformity is meant is that competencies acquired by students in schools are the competencies needed in the industrialized world. Industry must also play an active role in delivering the technology advancements to the school to enable the synchronization between the industrial world with the world of education. The dual system of education policy operationalized in the form of implementation of the program of cooperation Suzuki class.

Results were also supported by previous research. Research previously conducted by Nurudin (2013) on the implementation of the curriculum to meet the needs of business and industry. The implications of this research schools should partner with and complementary infrastructure DUDI TKR practice and DUDI parties should be involved, from planning, organizing, implementation and evaluation of educational activities. Subsequent research ever conducted Soeryanto (2009) evaluation studies on vocational program implementation PBK automotive mechanic in Surabaya. The study uses a model CIPP. The implication of this research is the development of PBK in the vocational program may be continued, because in line with achieving the objectives of the program to equip the job competencies in line with requirements by DUDI.

Conclusion

The results of this study disclosing that:

- 1) the average results of national examinations (NUN) R2-Suzuki Class (2W- Suzuki Class) higher (74.60) compared to the Regular Class,
- 2) vocational competency exam results (UKK) R2-Suzuki class (2W-Suzuki Class) was higher (88.81) compared to the Regular Class, and
- 3) the percentage of absorption of graduates R2-Suzuki Class (2W-Suzuki Class) in the world of industry/world of work is higher (73.42%) compared to the Regular Classroom vocational high School.

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MYSTERIOUS HOUSE AS A MEDIA OF DEVELOPING LANGUAGE ABILITY IN EARLY AGE CHILD

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ABSTRACT

Early age child is the one in 0-6 year age experiencing important times in his/her development usually called golden period. For that reason, this golden period needs appropriate stimuli to help developing all aspects of child ability development optimally, one of which is language ability aspect. From the result of observation on TK PKK Bandulan of Malang city, it could be seen that learning media used for language learning constituted blackboard and story book only. The objective of this research development was to produce a Mysterious House game to be language learning media for B group of kindergarten children. This mysterious house was expected to be an interactive game between teachers and children in language learning in Kindergarten.

Keywords: game, mysterious house, language, early age children.

Early age is an initial time of child's physical-motor, cognitive, language, social-emotional, art, moral, and religion value ability development. Parent and teacher increasingly understand that early age is the one in which child will experience rapid growth and development. Montessori (in Sujiono, 2009: 2) stated that "in the interval of birth-to-six year age, child experiences golden years constituting important or sensitive period for all potentials the child has to receive a variety of stimuli". For that reason, in developing all of child's potentials, conducive environment is required in order to explore his/her potential.

One aspect developing and requiring special attention is language one. Language is a series of sounds symbolizing human's thinking, feeling, and attitude. In its use, the symbol of sound creates words, groups of words, clauses, and sentences. So the language norm includes sound norm, word form, clause, and sentence. The primary function of language is to be communication means, either spoken or written.

Pujiyanto (2014: 26) stated that child cannot be apart from three socialization processes: (1) learning social behavior, in this case for the children to live within society, they should recognize acceptable behaviors, adapt to the acceptable standard, (2) contributing socially, in which any social group has habit pattern determined appropriately by its members and needs to be complied with, and (3) developing social attitude, in which children are required to be able to live within society and to made good intimate relationship, and to love others and social activity. If they can do it, they

would be acceptable as members of social group in the place where they are.

Dhieni (2012: 1.3) suggested that "language is a symbol system to communicate with others, including creativity and rule system". Language aspect is one aspect of child development requiring attention, because the primary function of language to children is to communicate with others. Child's language ability cannot be mastered automatically, but through active communication with others and good and correct language use will be able to stimulate the child's language development. It may occur quickly and easily when children receive or learn language from the environment where they live.

There are many ways of developing child's language ability, one of which is through playing activity. Montolalu (2005: 1.3) suggested "one of learning approaches in kindergarten is learning while playing and playing while learning". It can be summarized that learning process in early age cannot be apart from playing activity, because the child's world is playing world. In playing, child can receive a variety of stimuli that in addition to make him/her enjoy will increase his/her knowledge. The child acquires knowledge through playing by means of observing, listening to, touching and feeling in any playing activity.

Playing is a spontaneous natural activity with or without using joyful means to child, while game is playing with rule. A good game is the one aiming to develop all of aspects existing inside child in order to be a good person and to make the child pleasant. Triharso (2013: 11) argued that pre-school child in 4-6 year age like challenging game requiring much muscle movement like scratching, reading, and etc, and using many tools in his/her

activities such as geometric blocks, plasticin, and etc. Because teaching-learning activity to develop child's language ability is very important, teaching-learning activity should be attempts using an interesting and joyful playing activity.

Mysterious-house game is one playing activity used particularly in developing the child's language ability. This game uses miniature house box, on the wall of which there are windows on which letter cards having the same letter card couple on each of its sides are put. The window element can be opened and animal imitating models are put in it. The components of mysterious house game are made as attractively as possible using various colors. This game is expected to be done easily, joyfully and securely by the children. In addition to developing language ability, mysterious house game also develops physical-motor, cognitive, and social-emotional abilities of child.

METHOD

This research was conducted in TK PKK Bandulan (PKK Bandulan Kindergarten) of Malang City. The implementation of mysterious house game in language ability of the B group children in TK PKK Bandulan of Malang city employed Research and Development. Sugiyono (2011: 297) stated that research and development is a research method used to produce certain product, and to test the effectiveness of such the product. The author employed Borg and Gall's research and development model encompassing ten steps based on Ardhana's opinion (2002: 9) that any developer can certainly select and determine the most appropriate steps based on special condition encountered and modify the known steps based on the best consideration. Because the trial research and development of letter dice game was conducted with one school consisting of 42 students as the students, the author only employed the first to the seventh steps, while the eighth to the tenth were not used.

Those steps were: (1) conducting research and gathering information on teacher and students in TK PKK Bandulan Malang, (2) designing mysterious house game development product, followed with evaluation by linguist, early age child learning expert, and game expert, (3) developing prior product (prototype) through the process of expert evaluation on product design, (4) conducting small scale trial on 6 students of B group in TK PKK Bandulan Malang, (5) revising the prototype based on the result of small-scale trial, (6) conducting field (large-scale) trial in TK PKK Bandulan Malang,

by employing 30 students as the subject, and (7) revising the product based on the result of field (large-scale) trial.

Techniques of analyzing data used in this research and development and expert evaluation for the trial were qualitative and quantitative analysis in the form of percentage. Qualitative analysis was used to analyze data collection from the experts using qualitative data. Data was obtained from linguist, early age child learning expert, and game expert in the form of recommendation and input used to revise the product design. Quantitative analysis in the form of percentage was used to display the result of data collection into percentage in preliminary research (the need analysis by experts), results of small-scale and large-scale trials.

RESULT AND DISCUSSION

Teaching-learning activity in TK PKK Bandulan of Malang City used classical learning system. Teaching-learning activity was conducted in the classroom, but it seemed to be monotonous because the method employed tended to rely on one-way interaction only. Therefore, there should be a research conducted with students of group B in TK PKK Bandulan of Malang City through observation, finding that: (1) everyday the children form a line in front of the classroom before entering the classroom; (2) children were accustomed with entering the classroom orderly after forming line, and then greeting and praying, (3) in initial activity, teacher used debriefing and storytelling methods to introduce theme and subtheme today, (4) in addition to those method, teacher invited the children to sing some songs in the attempt of developing their language ability, (5) in main activity, teacher only used blackboard and pictorial story books or Child Worksheet in teaching-learning activity, (6) the learning position of children was only sitting down on their own chair, (7) children seemed to be less interested in their learning activity because the method used only relied on one-way interaction, and (8) children had playing opportunity only during break time. The result of interview with a teacher of TK PKK Bandulan of Malang City stated that playing activity to develop child' language ability with mysterious house game had never been conducted at that school, and the teacher agreed with the development of mysterious house game tool there.

The product developed in this research and development was Mysterious House game tool that could improve the early age child's language ability to enable them to express their idea (thought) through simple language appropriately, to communicate effectively and to generate their interest in using language well. Language

development was directed to enable the children to use and to express their thought with words.

The game was conducted by means of: (1) telling the child to take the cards randomly; (2) after taking the card, the child were told to read the letter existing on their letter card; (3) child matched the letter card to the letter existing in "Mysterious House"; (4) then child opened the window on "Mysterious House"; (5) an animal would emerge to be guessed by children. Let the child takes the animal they saw; (6) invite the child to tell about the animal they held, for example What is it? What is its color? How many legs does it have? What is its food? Where is it live? And etc. After storytelling, give his/her friends an opportunity of questioning.



Figure: Children Activity in Utilizing Mysterious House Game

The procedure of mysterious house game development was as follows. In preliminary activity: (1) Teacher and children were praying, then greeting, (2) Teacher and children sang some songs while calling the name of students for finding out their presence, (3) teacher

debriefed the children about theme and subtheme today, (4) teacher prepared the game tools to be used in mysterious house game. Then in main activity, (1) teacher introduced the game tool to be used in mysterious house game one-by-one, (2) teacher first exemplified the children about how to run the mysterious house game, (3) children ran the mysterious house game activity. In closing activity: (1) the activity conducted along the day was discussed, (2) moral message, (3) teacher and children sang *sayonara* song while clapping, (4) praying, greeting, and coming home.

The result of development, based on quantitative data analysis, showed 90% from linguist, 86% from early age child learning expert, 88% from game expert, with total result of 88%. It could be said that mysterious house game belonged to valid (feasible) category to develop the child's language ability in B group.

The result of small-scale trial on prototype of Mysterious House game was obtained from the result of observation related to child's convenience, enjoyment and security aspects in letter dice game activity conducted by classroom teacher with 6 children of B group of TK PKK Bandulan Malang as the subjects, with the following gained percentages: (1) 90% children ran the game easily, (2) 95% children ran the game joyfully, and (3) 100% children ran the game securely. Meanwhile, the field (large-scale) trial was conducted with 30 children of B group as the subjects, with the following gained percentages: (1) 95% children ran the game easily, (2) 95% children ran the game joyfully, and (3) 100% children ran the game securely. Considering the data of trial result above, it could be concluded that mysterious house game could be used in developing language ability of B group-children.

CONCLUSION

Mysterious house game fulfilled one of principles in playing activity as suggested by Triharso (2013: 11) that pre-school children in 4-6 year age love challenging game that moves much of their muscles like scratching, reading, and etc, and used such tools as geometric blocks, plasticin and etc. in their activity.

Such this game using mysterious house game tool in the form of miniature animal house is similar to the one used in snake and ladder game. Husna (2009: 145) suggested that in snake-and-ladder game, the dice used was the one, each side of which has one to six dots representing numbers 1 to 6. It was played by throwing up the dice, calculating the number of dots on the dice, and moving the pawn, in which this activity developed the child's cognitive ability better. Meanwhile, in this mysterious house game, the dice was replaced with letter card with one different letter on each of

sides. It was played by means of looking for the couple of letter card posted on the window of mysterious house within which the models of animal types were contained, and the activity series in the game developed the child's language ability better.

This development product had passed through a sufficiently long process. This process started with preliminary research, product designing and finished product requiring some revision from the experts (one linguist, one early age child learning expert and one game expert) to get maximum product, small-scale trial, and field (large-scale trial).

RECOMMENDATION

The product of "Mysterious House Game Tool" product could be used to develop the language ability of B-group children but its utilization should take situation, age, and child developmental level into account so that it can be used in A-group Kindergarten and beginning class of elementary school. This product was intended to B group of TK PKK Bandulan of Malang City, but this product could be used in other schools corresponding to the material presented, and could be applied to the lower class by adapting the difficulty level to the child's developmental level. Before distributed, this product should be reevaluated and adapted to the target situation and condition. It should be socialized first as well to those related such as Education Service, GOPTKI, IGTKI, HIMPAUDI, and other schools surrounding to

get recognition and license for the application of mysterious house game tool.

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THE READINESS OF INDONESIA IN DEALING THE DISCOURSE FULL DAY SCHOOL AT THE ELEMENTARY SCHOOL

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ABSTRACT

This article is a review of the readiness of Indonesia in dealing the discourse full day school at the elementary education. This article is based on the controversial among the people of Indonesia. This controversial relates the Minister of Education idea's on the implementation of full day school system. This article will describe the full day school system and readiness of Indonesia in dealing the discourse full day school at the elementary education. Full day school system must be balanced with the factors of school support, among others: teacher's professionalism, curriculum, facilities infrastructures, and the characteristics of education. In connection with that matter, if the Minister of Education and Culture will assign a full day school in Indonesia, the government needs to develop human resources and infrastructure of education in Indonesia

Keywords: full day school, elementary school.

Muhadjir Effendy, Indonesia Minister of Education and Culture in 2016, offers a new idealism in the term of education for Indonesia. This is dealing with the full day school implementation in the elementary education, which is Elementary School. Full day school expected by Minister of Education and Culture does not literally mean studying inside the classroom during 07.00 am – 05.00 pm. “Full day school does not mean that students will study for the entire day in classrooms. Instead, it envisages participation in activities where in they receive character education. These will include extracurricular activities. We are currently studying the issue deeply” (Minister of Education and Culture Muhadjir Effendy on Abdussalam, 2016). According to a statement coming from Minister of Education and Culture, it can be drawn a conclusion that there are character building and extracurricular activities besides studying at class.

There are some underlying points on why Minister of Education and Culture on The team of Kompas redaction (2016) conducts full day school system in Indonesia: (1) Subject additional time. Students will not get such a boring subject. Of the extracurricular taught, hopefully, it can be inserted 18 characters while teaching to students, they are the character of honesty, tolerancy, discipline, upto nationality. (2) Relationship between children and parents. Generally, schools in Indonesia make the same standard schedule where students go home at

01.00 pm. In another side, parents in metropolitan society go to work up to 05.00 pm. (3) Alternative way for teacher. This program may also helpful teacher. It gives additional teaching hours for 24 hours each week. This is one of requirements to get a teacher certification.

It is undeniable part where pros and cons towards a thing will automatically appear in society. Here is a statement coming from one of people in society who disagrees of the full day school implementation: “It has received both praises and harsh criticisms, including an online rejection petition with more than 41,000 supporters as of 15 August”, Kosasih (2016). There have been some parents who support this idea as well, like Mrs. Darwinah. Through The team of Jakarta Post redaction (2016), she said that this idea was good, particularly for parents in low-income life condition. They did not need to take their children to any course places (outside school) anymore.

Based on those controversions appear in society, the writer will show off a description about the readiness of Indonesia in dealing the discourse full day school at the elementary school. This article will describe the overall full day school system and Indonesia readiness towards it.

DISCUSSION Full day school

Full day school, according to Syaehotin (2013) is an educational system that implements teaching learning process for one-day-full, which

first, initiated by certain knowledge, ritual, and Islamic tradition, but then it is blended with general science. A number of schools in Indonesia has actually implemented that system far before Minister of Education and Culture stated it. Those schools are commonly religion-based-school or international-based-school. Meanwhile, in Malang, a school that starts to apply full day school is Islamic School Sabililah.

Full Day School stated by Minister of Education and Culture does not literally mean students follow the teaching-learning process for one-day-full started from 07.00 am to 05.00 pm, yet the program intended is a school maintaining the formal teaching-learning process for half-day, then it is followed-up by extracurricular activity (Minister of Education and Culture on Amrullah, 2016). Minister of Education and Culture stated that in general time, students could learn academic subjects such as Mathematics, Science, and other subjects. Then, students' chance to have an extracurricular such as activities dealing with sports and religion that involves them in positive learning circumstances could be undertaken in the additional time after the formal-time done (Minister of Education and Culture on Mutohar 2016).

In this case, it can be drawn a conclusion that full day school whose Minister of Education and Culture wants to implement in Indonesia is a school in which the activity is officially started from 07.00 am to 05.00 pm where formal learning conducted half day and the rest will be in the form of outside classroom activity, which is extracurricular.

There are tips for parents to adaptation during transision period of time to full day school system. According to Efird (2012), parents with children in the first time following full day school system should: 1) Get children used to live discipline, do not go to bed too late and wake up in early morning to get fresh perform to school; 2) Make sure children's lunch at school before they go to school in the morning; 3) Give children enough time for having breakfast; 4) Create funny circumstance at home; 5) Choose the suitable time to ask about their activities at school, when either have a relax or bed-time.

In other countries, full day school system has been implemented since students are in the level of kindergarten. The research result conducted by Dominic (2000) indicated that children who were in a full-day kindergarten program scored significantly higher on both math and reading on a standardized

achievement test. This was supported by the research result by Robin et al (2006) showed that children studied in full-day-school had a significant progress in test score compared to children with half-day-school.

Full day school can increase physical activity for children. In the opinions of Long et al (2013) it's commonly suggested to prevent obesity and improve overall child health. Children can move during the school and not use the time for lazing.

The implementation of full day school should be supported by the improvement of teacher's professionalism. Based on the research conducted by Saiti and Saitis (2007), teachers who were recommended to work in full day school program might be trained and trusted. This was aimed to make the teacher got easier to deal with the changing of academic, social, and technology around school.

By students' additional learning time at school, it can improve students' ability in the fields of Mathematics, Science, and Language learning comprehension. This statement is supported by the research result conducted by Gabrieli & Goldstein (2008) in Massachusetts stated a research in Massachusetts showed that the additional time about 2 hours given at school was able to improve students' ability in Mathematics about 44%, Science about 19%, and Language about 39%.

The Readiness of Elementary School to Prepare Full Day School

The Vice President of Indonesia agrees with full day school, but first, it needs to be examined to some certain schools and see how it works and its achievement before it officially implements to all of schools in Indonesia (Vice President on ACDP Indonesia, 2016). Through the first training, it is aimed to achieve a full day school program which is completely ready to implement to all Indonesian schools with no exception and it is soon known the weaknesses points. Therefore when it is implemented, schools can use it optimally according to the purpose of education expected by nation.

According to an interview conducted naturalistically with a number of parents at one of schools in Malang which was held on October 25th, 2016, the implementation of full day school would be tiring for students due to the long duration they spent at school. Yet, huge number of parents kept standing on this new program since students got free day on Saturday, therefore, it could be their family time. Besides, from students' point of view, they would not get any burdening tasks.

Meanwhile, for parents, they have a lot of time to accomplish houseworks such as cooking, cleaning home, etc.

Based on any opinion coming from parents, the implementation of full day school should be supported by the school readiness. School needs to prepare any tools to support the extracurricular. Moreover, school ought to think about students' break-time and lunch (whether catering, or canteen's readiness, or students' lunch brought by home)

Writers conducted an interview to a headmaster at a number of schools in Malang on October 25th, 2016. One of them is teacher at SDN P said that he tended to disagree with Minister of Education and Culture new program. Full Day School, however, begged readiness from both students, parents, and the school itself. Parents will be much more busy and burdened by preparing children's full day school program, for example making or arranging children's lunch, or giving additional money for them to school. Besides, students also burdened when they have another activity after school unless they do not.

It is different with teacher's opinion at School Q, R, and S in which teachers agree with the implementation of full day school as children's time will be much more useful. Furthermore, it is able to train students to be discipline. Besides, parents do not need to worry about their children who used to play outside after going home. Yet, it does give effects towards teachers and students where they have less time to either gather with family or do another activity because of the feeling of tired they got from one-day-full at school to home.

Based on interviews with 10 primary school students, there were eight students who supported full day school system. They supported it because they were bored in their home. They also felt glad because Saturday could play all day. They also began to think to bring a packed lunch. Meanwhile 2 children did not support, because they have to spend long time in school.

Conclusion

Some parents, teachers, and students agree with implementation of full day school. Because children's time will be much more useful, parents do not need to worry about their children who used to play outside after going home. Besides, from students' point of view, they would not get any burdening tasks. Yet, there are some weakness of full day school system (1) Parents will be much more busy and burdened by preparing children's full day

school program, for example making or arranging children's lunch, or giving additional money for them to school. (2) Students also burdened when they have another activity after school unless they do not. (3) Teachers and students where they have less time to either gather with family or do another activity because of the feeling of tired they got from one-day-full at school to home.

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DISCOURSE ANALYSIS OF A TRADITIONAL SONG LYRIC ENTITLED “BENGAWAN SOLO”

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ABSTRACT

This paper aimed at analyzing a Traditional Song Lyric Entitled “Bengawan Solo”, in spite of being an amusement work, is often used to foreground a particular ideology. The study aims to find out whether the Javanese song lyric “Bengawan Solo”, as the object of the study, has certain ideological commonsense and power relation between the participants involved in the lyric. It focuses on its textual surface of discourse or descriptive and interpretative stages, as well as its explanative stage in terms of critical discourse analysis. The data of the study is from Radiohead’s song entitled “Bengawan Solo”. The procedure of collecting data are read and re-read and also listen to the song, analyze the words, and paraphrase the song based on the implicated meaning. The paper used the qualitative approach which means that the data were analyzed qualitatively. There are two kinds of data in this research: main data and secondary data. The main data was taken from Radiohead’s song entitled “Bengawan Solo” and the secondary data were taken from the relevant sources from the internet. It was initially analyzed based on Martin’s theory of analyzing the discourse, and then to move deeper into the power that exists in both situation and cultural contexts which create the discourse, the theory of Fairclough was adopted. The findings showed that the lyric consists of many metaphorical expressions and ‘dominate’ and ‘dominated’ power relation were obviously noticeable. The results of the study suggest a deep pedagogical implication that it is important for people to understand the Javanese philosophical thought about the purpose of life.

Keywords: Lyric, Traditional lyric, Critical discourse analysis, Ideological commonsense.

Through language, people can express their ideas, wishes, thought, and desires. Language has to be learned and used in social community, method which the existence of language is beyond understanding (Ramelan, 1992 : 14). Language plays an important role in human life. With language, we can communicate and express our ideas, our feeling and also share information with other people. One way to communicate with language is by using music.

The word “music” was derived from Greek word “musike” taken from the name of God which led the world of art and science (Wiwik, 1997:413). The primary subject matters of music are feelings and sounds. These imply that the content of music is a revelation of feelings and sounds and that music gives us more sensitive understanding of them. According to Webster (1983:781) “music is the science of art ordering tones or sounds in succession, in combination and in temporal relationship to produce a composition having unity and continuity as well as rhythm, melody, and harmony as its elements”. Greek philosophers and ancient Indian philosophers defined music as tones ordered horizontally as melodies and vertically as harmonies.

M. Stubbs' textbook (Stubbs 1983:1), discourse analysis is defined as:

- Concerned with language *use* beyond the boundaries of a sentence/utterance,
- Concerned with the interrelationships between language and society and
- As concerned with the interactive or dialogic properties of everyday communication.

Discourse analysis is how texts relate to contexts of situation and context of culture, how texts are produced as a social practice, what texts tell us about happenings, what people think, believe etc, and how texts represent ideology (power struggle etc.)

In discourse, whether we realize it or not, we have learnt about pragmatics and speech act. Both of them are the two aspects or theory in discourse analysis that cannot be separated. They give influence each other. For example, if we want to say something politely, we have to consider the theory of speech act. And we also can say something using pragmatics theory especially in the social-relational aspects of and certain situation. So, pragmatics theory in discourse is at the basis of an interest in face and politeness phenomena. One entrance to the study of politeness phenomena can

indeed be built around the observation that language users often depart from the conditions of optimal information exchange because sometime we also can do the false statement when we want to say something to somebody.

The phenomenon of song lyric is so impressive which make people feel admiration because they are very interesting. The lyric has its own way to send the message to the reader. Brown (1993: 228) defined that discourse as everything from single spoken conversation to lengthy written text (article, book, and the like). Discourse is communicative event involving language in context. Discourse Analysis is the functional analysis of discourse. Discourse analysis is sometimes contracted with analysis, which focuses on the format properties of language (Rankema, 1993: 34). Discourse is language about the sentence that we may begin to expect exhibit a structure on the sentence, which is compression an expectation that may unwarranted.

In this study, the writers will focus on the implication meanings of the Radiohead's song lyric entitled "Bengawan Solo". "Bengawan Solo" is a famous Indonesian song about the Solo River, which flows through central and eastern Java, Indonesia and is that island's longest. The song describes the legendary river in a poetic and nostalgic way, that it is surrounded by mountains, its sources are near the city of Surakarta, that it ends in the sea, and that the merchants use it. Written in 1940 by Gesang Martohartono, it is in the local kroncong style, a popular folk style with influences from Portuguese. The Japanese, who occupied the country during World War II, brought "Bengawan Solo" home with them to Japan after the war. There, and in the rest of Asia and later worldwide, the song became very famous.

The song's widespread popularity began soon after its composition. Locally it is strongly associated with the war occupation and the society of the time. In 1940 Gesang, then a young, destitute and untrained musician, composed "Bengawan Solo" on a bamboo flute and began to sing it at local functions and gatherings in his hometown of Surakarta. It soon became well-known and liked among the local Japanese community; the song then achieved national acclaim after it was broadcast to a wider audience by radio stations. Its melodies appealed to the occupying Japanese soldiers and the non-Indonesian prisoners

(mainly Dutch civilians) in the internment camps.

PROBLEMS

There are many people who like to listen to this song, but they don't really know the true meaning of this song, especially in Indonesia. So the writer specifies the problem through the following question:

What is the message of the lyric song entitled "Bengawan Solo" by Radiohead?

OBJECTIVES

The writers hope that we are able to know the true meaning of this song, so we are not just able to sing it and listen to it, but they can also understand it. And also the writers would like a little bit to evaluate the use of some words or dictions that many of Indonesian people consider it as a rude word while, in fact, the words are not rude. It just the common language used by the native speaker to communicate in their daily live.

REVIEW OF THE RELATED LITERATURE

Before going to the material, first, the writers want to explain about the definition of text and discourse. To define and describe the scope of study of Text Linguistics and Discourse Analysis and to establish the differences between them both is not an easy task. Suffice it to say that the terms text and discourse are used in a variety of ways by different linguists and researchers: there is a considerable number of theoretical approaches to both Text Linguistics and Discourse Analysis and many of them belong to very different.

Text

Text might be said that the term of the text is restricted to written language. Modern linguistics has introduced the concept of text that includes every type of utterance. For examples, text may be a magazine article, a television interview, a conversation or a cooking recipe. Besides that, according to the De Beaugrande and Dressler (1981), text is defined as communicative events which have seven criteria; there are cohesion, coherence, intentionality, acceptability, informative, situational, and textual.

Discourse

The term of discourse is restricted to spoken language. Discourse is influenced by contexts of situation and context of culture, how texts are produced as a social practice, what texts tell us about happenings, what people think, believe etc, and how texts represent ideology (power struggle etc). Discourse competence refers to the selection, sequencing, and arrangement of words, structures, and utterances to achieve a unified in spoken. This

is where the top-down communicative intent and socio-cultural knowledge intersect with the lexical and grammatical resources to express message and attitudes and to create coherent texts.

Pragmatics

Pragmatics is a subfield of linguistics which studies the ways in which context contributes to meaning. Pragmatics encompasses speech act theory, conversational implicature, talk in interaction and other approaches to language behavior in philosophy, sociology, and linguistics. It studies how the transmission of meaning depends not only on the linguistic knowledge (e.g. grammar, lexicon etc.) of the speaker and listener, but also on the context of the utterance, knowledge about the status of those involved, the inferred intent of the speaker, and so on. In this respect, pragmatics explains how language users are able to overcome apparent ambiguity, since meaning relies on the manner, place, time etc. of an utterance. The ability to understand another speaker's intended meaning is called pragmatic competence. An utterance describing pragmatic function is described as meta pragmatic. Pragmatic awareness is regarded as one of the most challenging aspects of language learning, and comes only through experience. Pragmatics is the study of the aspects of meaning and language use that are dependent on the speaker, the addressee and other features of the context of utterance. This principle seeks to account for not only how participants decide what to do next in conversation, but also how interlocutors go about interpreting what the previous speaker has just done. This principle is the broken down into specific maxims: Quantity (say only as much as necessary), Quality (try to make your contribution one that is true), Relation (be relevant), and manner (be brief and avoid ambiguity). Pragmatics theory also was introduced in target language studies, such as socio-cultural knowledge and mental models.

Lyric

Lyrics (in singular form Lyric) are a set of words that make up a song. The writer of lyrics is a lyricist or lyrist. The meaning of lyrics can either be explicit or implicit. Some lyrics are abstract, almost unintelligible, and, in such cases, their explication emphasizes form, articulation, meter, and symmetry of expression. The lyricist of traditional musical forms such as Opera is known as a librettist.

Lyric derives from the Greek word *lyrikos*, meaning "singing to the lyre". The word lyric came to be used for the "words of a song"; this

meaning was recorded in 1876. The common plural (perhaps because of the association between the plurals lyrics and words), predominates contemporary usage. Use of the singular form lyric remains grammatically acceptable, yet remains considered erroneous in referring to a singular song word as a lyric.

Lyrics can be studied from an academic perspective. For example, some lyrics can be considered a form of social commentary. Lyrics often contain political, social and economic themes as well as aesthetic elements, and so can connote messages which are culturally significant. These messages can either be explicit or implied through metaphor or symbolism.

METHOD OF THE STUDY

Research Approach

In conducting this study, the writer used the qualitative approach which means that the data were analyzed qualitatively. Berg (1989: 2) stated that "quality refers to the what, how, when, and where of a thing-its essence and ambience. Qualitative research thus refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and description of things." The data in this study is in the form of paraphrasing the song lyrics of "Bengawan Solo" by Radiohead.

Object of the Study

The data of the study is from Radiohead's song entitled "Bengawan Solo". Bengawan Solo is a famous song Indonesia. Many people sing this song to express "Bengawan Solo" was taken back to Japan by the returning soldiers, where it (with the lyrics translated to Japanese) gained great popularity after singers such as Toshi Matsuda released recorded versions of it which became best-sellers. The song has become almost synonymous with the perception of Indonesian music in Japan.

In 1991, a group of appreciative Japanese war veterans arranged for a statue of Martohartono to be erected in a park in Surakarta. Gesang himself was still resident in the city, now a nationally renowned figure. Several artistes have recorded "Bengawan Solo," among whom are Waljinah, Toshi Matsuda, Anneke Grönloh, Rebecca Pan, Frances Yip, P.Ramlee and Saloma. "Bengawan Solo" is a popular name given to restaurants and businesses, in recognition of the song.

SOURCES OF THE DATA

There are two kinds of data in this research: main data and secondary data. The main data was taken from Radiohead's song entitled "Bengawan Solo". The secondary data were taken from the relevant sources from the internet that may support the analysis and find the answer from the problems.

PROCEDURES OF COLLECTING DATA

The procedure of collecting the data in this study was divided into several steps:

In the first step, the writers will read and re-read and also listen to the song in order to get the meaning and the feeling. Next is analyzing the words which need to be explained to find the meaning. The data which had been analyzed will be drawn in the form of conclusion by paraphrasing the song based on the implicated meaning.

FINDINGS AND DISCUSSION

Material

“Bengawan Solo”

Bengawan Solo

Riwayatmu ini

Sedari dulu jadi...

Perhatian insani

Musim kemarau

Tak seberapa airmu

Dimusim hujan air..

Meluap sampai jauh

Mata airmu dari Solo

Terkurung gunung seribu

Air meluap sampai jauh

Dan akhirnya ke laut

Itu perahu Riwayatnya dulu

Kaum pedagang selalu...Naik itu perahu

Bengawan Solo. A song written by Mr. Gesang 1940 ago, a song that is still unknown, still sung, still talked. Flowing through your history away, up into the 21st century, to foreign countries. Why is that? Certainly not a coincidence, this song definitely has the power, without strength may not last so long, enduring difficult to forget.

Where is that power? *First* in the notes, in the song itself. Solo songs are very beautiful, but it is written in a simple, merely notes that the principal was there, so this song be sung in the style of pop and keroncong, made by adding voice choir 2, 3, 4 can also be. Thus all people can sing this song, from children to the elderly, and of course from our own country until strangers, Japan and China though. Try just another song, for example LGM. Handkerchiefs or Kr. My Fatherland, not everyone can sing, much less made a chorus.

The third force is on meaningful poems, poems cursory Solo normal, but if we pay attention or not realize- no implied meaning behind implied. There is to be interpreted, does not flow away, these people do not get tired of repeating and repeating this song.

To see the power of the second and third last, let us refer to this song.

-Bengawan Solo Bengawan means big river, so the river Bengawan Solo has great meaning. Now, the question before this song, what is the name of this river Bengawan Solo? Do not tell me his name or Kali River Solo, Solo appears after the name of this song popular. If this assumption is correct, then Mr. Gesanglah who gave the name of this river.

-Bengawan Solo, Riwayatmu kini....

Said history or history, if we imply that this song would have a long history, until the turn of the century is still being discussed.

- Sedari dulu jadi...Perhatian insane

It was true, from the beginning until now Bengawan Solo a conversation many beings, many people, from the golden age in which the royal family excursion in this river, dam Elephant Mungkur, until about a flood that swept various cities lately.

- Musim kemarau, Tak seberapa airmu, Dimusim hujan air.. Meluap sampai jauh.

In the 40s, if the river is overflowing rain to much, maybe a few meters from the river mouth. That moment is still a lot of forests and trees around it. This should be a lesson that we should not arbitrarily cut down forests and plants in and around the river's upstream, or water will overflow even further, even up to several kilometers and soak the area in its path. In other words, the creator of this song reminds you know, a few tens of years ago, the importance of protecting the ecosystem around this Great river.

-Mata airmu dari Solo, Terkurung gunung seribu

If your water is written Eyes of Solo, from Thousand Mountains it is correct, it's headwaters in the area of Thousand Mountains. However, the wording makes caged mountain thousand and unconsciously we imagine there are a thousand mountains around the fountain of Bengawan Solo. Is not that great ?

-Air meluap sampai jauh, Dan akhirnya ke laut

Water flows from the Bengawan Solo Solo to Surabaya, indeed far. It's mediocre. But if we think may not have been to everyone Solo Surabaya, especially in the 40s, then people will speculate how long this river.

- Itu perahu Riwayatnya dulu,

Supposedly first in the Solo many boats to and fro, even the Surakarta palace has a special boat for a vacation in the Bengawan Solo.

-Kaum pedagang selalu...Naik itu perahu

The traders may now have rarely or no longer are using the Solo as a means of transportation. Bengawan Solo is not nearly as nice as first. Yes, when we hear or sing this song, our subconscious longing for the Solo as when the song was created. Is it possible? Bengawan Solo lovely and friendly, loved and adored merchant farmer, supported the travelers and popular for recreation. And certainly liked the singers.

CONCLUSIONS

The last chapter presents the important points from the whole discussion in the study. Besides, it also suggests some recommendation for the readers or listener.

Conclusion

The discussions from the previous chapters are summarized to accomplish the objectives of study. By doing analysis of implication meaning of the song, the writers find the Tenor of discourse from song lyrics which is being analyzed.

The writers find that the implicated meaning is not easy to understand. It needs to be analyzed in order to get the meaning. The information of the spoken language can be gotten from listening to the song which is recorded on a tape or any kind of media. Sometimes somebody tried to get information only by listening, although the recording also provided with the song book which contains the

whole lyrics of the songs that tells to the reader the message given by the composer. They would find some difficulties when they tried to get the information without reading the lyric. That is the reason why the lyric of the song become such an important part in getting the information from the spoken language taken from the song.

SUGGESTIONS

Some recommendations in this section are addressed to the readers or listener, but especially to the English students in order that they can enhance the literary skills by doing discourse analysis. In addition, they can get a new point of view in appreciating news item text which gives contribution improving journalism discourse. The writers recommend that researchers who conduct the same issues get more thorough and unequivocal knowledge about discourse analysis.

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ISLAMIC BOARDING SCHOOL IN PSYCHOLOGICAL PERSPECTIVE

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ABSTRACT

Pesantren not only serves as an educational institution, but also served as an agent of change. The components in these changes include the position of clerics who have charisma, scientific culture which always requires idealism and ability to mobilize the masses to foster community participation. Community in this context including santri. Given the behavior of santri is very complex life, which includes biological-psychological-sociological and spiritual, requires pesantren to create a comprehensive education system. Pesantren attention not only to the outer side of the exoteric/dogmatic form the pillars of prayer, zakat, hajj, but also the side of the esoteric/experiential emphasis inner intuitive and subjective, so oriented to the psychological experience of an individual, such as fostering piety, patience, sincerity and trust. Activity coaching esoteric dimension can make one's own tenacity, quietness, exceptional courage in facing the problems of life.

Keywords: Pesantren, psychological, santri

Educational *Pesantren* is the oldest educational institutions in Indonesia. Educational institutions can survive sturdy indicating that traditional Islam in certain aspects can still survive in the midst of modernization. At first *pesantren* looks unwilling to accept modernization that never happened distance between the school and the outside world.

Along with the journey of our nation, as the social institutions that others have not yet run a functional boarding school has become a community center in the activities of religious learning, self, treat the sick, and many more. Strictly speaking into a unique educational boarding schools, not only because of its existence very long, but also because of cultural, educational methods and models applied by schools is very typical. Besides, schools also have a strong social network with community and fellow boarding school, because the majority of *Pesantren* not only similar in the patterns of thought, religious understanding, but they have a close kinship..

In the development of schools began to include general sciences as a form of knowledge development *pesantren* citizens of orientation hereafter become balanced with the worldly life. Implementation of formal education, namely public schools and Madrasah, 'live' under one roof boarding. In other words, formal education was held in the circle of boarding culture. This has an impact on graduates who are no longer equipped only religious sciences so that they could enter

formal schools of a higher order in the national education system.

In general, a portrait of *pesantren* is a traditional Islamic education dormitory where the students lived with and studied religious sciences under the guidance of a teacher who is more known as the chaplain. The role of chaplain and the students are very important in maintaining religious traditions.

Model schools can be classified into three models, namely: first, the traditional model of boarding schools that still retains *salafiyahnya* system, and reject the curriculum from the outside. But the boarding with this model still attracted many people, because the number of schools that have been selected people have started less culture and morality, so that people look back on the original model of education that this school.

Second, the model schools that have been little follow modernization, in addition to receiving the model *pesantren* curriculum *pesantren salafiyah* received general curriculum as well, but because of the demands of social life are obeyed eventually unwittingly characteristic of these schools will usually disappear. because the original curriculum system is lost, because the schools are obeyed curriculum Ministry of Religious Affairs or the Ministry of Social Affairs. Third, the model schools that follow the change process of modernization without losing curriculum *salafi*. There is a general education, but not entirely the same as the curriculum Ministry of Religious Affairs.

As an education institution that has its own characteristics, boarding schools have a different tradition with other institutions. *Pesantren* is essentially a religious educational institutions of

Islam, although it has other functions, and no less important to the educational function. In the midst of a national education system that is always changing in a short time span, the public's view of the day-to-day schools seem bigger.

The ability of schools to develop themselves and develop the surrounding communities, is due to the potential of the boarding school. The potential that involves three aspects. First, the boarding school is active for 24 hours, with a 24-hour pattern, whether boarding school as an educational institution of religious, social, as well as development agencies, potential people.

Second, the boarding school in general effect on society. Boarding school grow and develop in many rural areas, because the demands of people who want to require the establishment of a boarding school. Thus the boarding school and the relationship with the community is very important to each other. Third, the boarding school in the public trust. The tendency of the public to send their children to boarding school course based on their confidence in the coaching is done by boarding schools that prioritize religious education.

There are three characteristics based education boarding school. First, the traditional boarding school as an institution. Traditionalism in schools should be understood as an effort to follow the example of role model do the scholars' Salafy pristine Islamic religion in order to avoid running out of things that are forbidden by the religion.

Second, pesantren as a defense culture. Maintaining cultural and rests on the teachings of Islam is the pesantren culture that has developed since ancient times. Pesantren always steadfast in the face of the outside world. In the history shows that when the increasingly oppressive occupation, at the same time the students grew louder.

Third, pesantren as religious education. Pesantren education based, driven, and guided by the values of life rooted in the teachings of Islam. With so behavior will be caught by the students will be inclined to things that are positive.

In the face of change, schools are required to make changes without sacrificing their original character as educational actors. Boarding schools must fix its weaknesses, such as by implementing community-based education management. Moreover, seen from the history of his birth. Pesantren is an educational institution that grew out of the community.

Boarding school with all its characteristics give meaning to its residents. This will affect the psychological characteristics of the residents including students. Excess boarding system compared with the regular school system is that the students are in an environment educational atmosphere for 24 hours, and educators or caregivers can supervise, guide and role model to them as well for 24 hours. Due to the nature of the methodology and the atmosphere of a familiar environment, schools have the ability to create a brotherhood friendly lifestyle, with a cooperative spirit, independence and responsible. *Pesantren* system is possible will be able to realize educated individuals are resilient and strong character. Personal This building is often more important than mere knowledge to gain success in life.

DISCUSSION

Development of local knowledge implications associated with other forms of care such as psychological counseling and therapy, are indigenous to the growing subculture varies. Counseling opportunities will expand and appear simultaneously with the skills to provide other forms of psychological services in accordance with the context of the world where relationships between people are intertwined in culture and social dynamics that are more specific.

Pesantren as subcultures have an identity that describes a reality of life and a variety of unique miniature psychological meaning. She gave birth to hybridity *santris* according Wahid (2001) in fact does not represent a particular subculture of a culture of Indonesian society because schools have their own world that is different from the world outside. Pesantren has a complete value, social construction, and its purpose on the local character of the phenomenological framework of communities knitted by students in order to achieve a powerful human quality through strengthening the dimensions of intellect, morality, religiosity, spirituality and community. Pesantren even an event hermitage (*zuhud*) as well as medium punch independence and piety of life for residents (*santri*) that have meaning holistic guiding maturity of personality, gives the opportunity *muhasabah* in quite a long time practiced by way of daily life, the relationship of science that is based on the *tawadhu* ' and has a diversity of learning, habituation to maturity through the simple way of life, through rites were replicated emotionally, psychologically and spiritually so that habit contributing psychological richness of the students to be ready to become a mature person.

Pesantren is a training lab self, knit formation of character of students, self learning, the arrangement of instrumentation values of life, constructing a future in the realm of ideals and

wisdom that collective life is the basis of real to grow axis guidelines and techniques of self-development which is actually a direct practice of a process of local counseling and therapy. This process is more rooted in phenomenology awareness of students so that within the framework of nurturing and healing forms of psychological problems, schools have a historical-anthropological foundation to solve its own problems faced by the students. The point of departure and psycho-historical awareness of this kind need to be recycled, replicated for the purposes of contextualization psychodynamic personality of students so that schools do not have to turn and glance intake popular psychological techniques that are stuck on the celebration of the popular market of temporary psychological care and even pejorative in false consciousness.

Pesantren has a local genius and historical experience that sustains the emotional element, religiosity, spirituality and society. Pesantren unique habitat of this kind is important excavated. Critically base phenomenological, boarding schools established himself in the network sense of personal and social community of students and increase the maturity of psychology students through a wide range of creativity locally related to parenting and psychological healing more specific and focused so that it will recognize a production generation born not because of psychological tendencies that imitative, but the coordinating power of local wisdom as the original base rooted owned by schools for more independent psychological services with the spirit of "*al-muhafadhatu ala al-qadim al-salih al akhdhu ma'a bi al-jadidi al-ashlah*".

Educational Pesantren

In the process of education, character formation of students, theoretically, an ultimate meaning and purpose of education. Characterless intelligence is the ultimate goal of education is in fact (intelligence plus character ... that is the goal of true education). Urgensitas intelligence character as the ultimate goal of education, in essence, is a translation of the mission of the minutes of all the religions of the Book.

Islam in fact, explicitly-textual-*ṣarīh* stated that the greatest mission of this religion is the glory enhance the character (Makarim al-Akhlaq), which form a noble personality that reflects the glory of noble character. The greatest Islamic notion has been repeatedly has sounded, digested, understood and practiced by both the academic community of students, teachers, and managers in miniature life in

boarding schools. There are three character education process of students in general, involving aspects of knowledge (cognitive), feeling (feeling), and action (action). These three aspects are internalized in the tradition Islamic School education Salaf approach to knowing the good, feeling the good, and acting the good.

Proses Knowing The Good dan Feeling The Good

Character formation of students consists of cognitive teaching the values of kindness and noble spirit to them. Introduction and cognitive understanding of values that is to be formed into the character of students do well in the program of teaching and learning in schools and in extra-curricular program. In the process of teaching and learning in intra school, subjects morals are in the structure of Islam Salafiah in school curriculum at each level. The material includes the morals taught morals contained in the book of al-Muta'allim study groups, *Naṣā'ih al-'Ibād*, *Ittiḥaf al-Sā'ilīm*, *Risalatul Mudhakarrah to Fusus al-'Ilmiyyah*. The substance of the study all the books mentioned above is a character study of mysticism that emphasizes the probity and purity of behavior as well with diverse variations. *Ta'lim Kitab al-Muta'allim* a book that teaches a variety of manners and etiquette of a foundation of students who are seeking knowledge in order to obtain the ideals of science is cool and knowledge can be beneficial. The pattern of students to the teacher relationships have also been arranged and taught in such a way so as to create the character of the students were "super" *tawādu* 'to the teacher or the other. The pattern of relationships between peers also be assessed in such a way in the book. Teaching these books which are presented to students of Islamic schools Salaf can be seen as a process of introducing the noble values in students an ideal character.

Likewise, noble values contained in *Kitab al-'Ibād Naṣā'ih*, *Ittiḥaf al-Sā'ilīm*, *Risalatul Mudhakarrah to Fusus al-'Ilmiyyah* become an important part in the process of cognitive recognition of the noble character that should be displayed by the students. This teaching-Foerster-term borrowed is one of the basic traits in character education at the Islamic Educational Salaf, where every action is measured based on a hierarchy of values and normative values to guide every action. The values that decompose in the mysticism reference character through the teaching process about to be introduced, implanted, believed and guided by students in their lives.

Cognitive introduction of the values of noble character is also reflected in extra-curricular activities at the school, because the students are also offered a review of a book of moral substance of Sufism. Among the books that were examined

with regard to this is the book hikam and Adab Suluk al-Student. Study of character values contained in both books is profound. Because in addition to outlining a pure heart and piety peeling behavior also ma'rifah dimension.

Fortified character in the book seems to be the character of a righteous servant of God and spiritual Zahir, both in relation to the God and fellow human beings. The process of knowing the good or planting cognition Salaf Islamic School students about the values of kindness in the process of teaching books-Sufism morals aforementioned go hand in hand with the growth of Character Education in Madrasah Salafiyah.

Feeling the spirit of loving the good, where they tasted and loved the virtue of being the engine that could make it always willing to do such kindness. So a growing awareness that they are doing the virtue behavior because they believe and to love kindness.

From there, it becomes a habit or kindness at the level of the good acting. The dimensions are included in the moral knowing, as the teaching and learning process in the boarding school, which has filled the cognitive students is a moral awareness, knowledge of moral values, perspective taking, moral reasoning, decision making, and self knowledge. Character forged in the education of students at the boarding school has its own peculiarities compared with student / student at the school in general. Moral of knowing that experienced by the students, evolved into moral feeling, where feelings and moral sensitivity they are very influenced by religious moral values learned through learning, practice and habituation.

oral feeling is strengthening the emotional aspects of the human character of students to be as perfect man he aspired in the tradition of morals-Sufism, or human in terms ideals of the Indonesian nation. This strengthening relates to other forms of attitude that should be felt by the boarding school students, namely awareness of identity (conscience), confidence (self esteem), sensitivity to the pain of others (empathy), the love of truth (loving the good), control self (self control), humility (humility) which had been imparted to them. As for the universal values that are taught and instilled in the process of character formation in the boarding school are based on principal-religious-theological principle and not solely based on considerations of logic. The difference lies in the religious moral vision is not always just for the sake of short-term life of the world, but also for the sake of a more enduring afterlife.

Thus, this pattern is considered to instill moral feeling deeper than the other patterns. It is based on the fact that the habit of doing good alone does not always guarantee that students who have accustomed them consciously appreciate the importance of the values of character or moral values. Because maybe his actions were motivated by the fear of being wrong, not because of the high appreciation of the value of it. For example, when students do honest it was done as judged by others, not because of a genuine desire to appreciate the value of honesty itself. Therefore, in character education instilled amaliah structure that should come to the stage shukriyah and sincere. Stages of instilling a sense of gratitude that students or someone does something good because it is not afraid of anything, but because he needs to do it as the need for gratitude to God. While sincere stages it instills a sense to the students that he was doing good is due to the kindness itself or in terms of religion to Allah, the benevolent itself, not for other purposes. Two of these are located in the domain sufistik highest level in a charity slave who certainly must have known by the students on the basis of religious sciences and Sufism this.

The above process is imparted to the students in order to foster the feelings aspects (domain affection or emotion). This component in the education of characters called "desiring the good" or desire to do good. Good character education thus should involve not only the aspect of "knowing the good" (moral knowing), but also "desiring the good" or "loving the good" (moral feeling), and "acting the good" (moral action). Of moral feeling is then formed what is called a moral action or acting the good. Moral action is a moral act or acts which are the result (outcome) of the two components of the other characters. To understand what drives a person into a good deed (act morally) it must be seen three other aspects of the character that is competence (competence), desire (will), and custom (habit).

In the framework of this theory, in fact it can be argued that the boarding school students have been implanted competence or expertise and understanding of universal moral values of religious in various materials, the book of morals, values Sufi taught to them. Comprehension is further cultivate moral awareness and a desire in them to practice the moral values in everyday life. Even the desire (will) they should have a stronger footing, because not only is based on worldly interests alone, but also to happiness and success eternal in the hereafter, or in the language of Sufism is based also with a sense of love for Allah SWT. In the next stage of moral consciousness crystallized among students of the School of Islamic Salaf as moral practices that have become

habits (habit) in the school environment every day. It is then referred to as the process of acting the good.

Planting Values Universal Religious (Acting Process The Good)

Theoretically, one of the dominant factors that influence the development of individual character are environmental factors (environment) which is a condition that allows the process of the development of one's character. Forming an environment conducive to the development of the character of boarding school students done by creating traditions / habituation practical in everyday life in all their daily activities in relation to the quality of their religious or otherwise.

Religious values instilled way to the boarding school students daily. The pattern of planting these values are reflected in habituation Duha prayer, tahajud together, pray in congregation with timely, grave pilgrimage, and and others.

Noble values embedded in the process of character education students include many things such as reflected in the provisions of the order of ethics students as follows: First, time discipline taught to them by the provisions of the rules of conduct, which contains: (1) departed on time in each schools and school activities; (2) may not leave except by permission murabbi boarding or management authorized; (3) being allowed home only after completion imtihān (exam) or on holidays, or because of senile syar'i; (3) shall set out the congregation right after adzanberkumandang; and (4) shall abide by a curfew for all students, the students of formal 22.00 and 23.00 pm Salaf students.

Second, the character of religiosity reflected in the provisions of the order that includes: (1) shall attend the prayer congregation at the mosque for the son and not allowed out except the mosque after the prayer is finished; (2) it is recommended to perform periodic audits sunnah Duha prayer; (3) following the reading wiridan (Ratib al-'Attas) congregation on Thursday night; (4) following the pilgrimage grave on Thursday afternoon for students sons; (5) followed dhiba' late on a Friday night; (6) follows the Koran morning and afternoon activities; (7) perform the duties of the room and follow ra'an.

Third, the character of self discipline and modesty is reflected in the provisions of the order that includes: (1) students dress according to Islamic ethics; (2) prohibited dressed nudity or excessive; (3) haired and short-toed and tidy

for the men, and forbidden to cut hair or eyebrows to daughter; (4) prohibited from carrying tools or weapons; (5) forbidden to bring HP, Tape, Radio or other elektronik goods excluding holidays while maintaining the ethics of students; (6) prohibited smoking rooms, mosques, buildings, and in school buildings for men and prohibited for women's absolute; (7) is strictly forbidden scribbling, soiling and climbed the fence of any building; (8) are prohibited from bringing or consuming alcohol and drugs; (9) carrying or reading pornographic books or the like; (10) prohibited hung and "kongkokongko" or hang out at any location.

Fourth, the character of social patterns reflected in the provisions of the order as follows; honor a great and compassionate towards small, say and behave towards anyone, not allowed to enter the room (gotakan) without permitted occupants of each room, obligatory greeting when entering a room or meet friends in the street, prohibited from making association or conspiracy with the aim which is not good, it is forbidden to use the property of others except with the permission of the owner, keeping the good name schools everywhere.

Fifth, the character of environmental concern is reflected in the provisions of the order that includes; maintaining the cleanliness of the school and its surroundings, carry picket hygiene, maintain the facilities there, prohibited scribble on the wall, damaging the other facilities, return all equipment to a specified place, once after use, sleep deprivation outside the building area schools, must ask permission if going out of the area and a special boarding school for girls out to about pesantren daughter.

CONCLUSION

Relational relationships in schools can be woven in synergy through the spectrum Kyai, *gus* (young clerics), *Ustadz*, *badal* (assistant), murabbi (mentor) for the development of the talent of santri, and a small group unit in the form of peer organizations. These components interact with each other and served in synergy accompany the history of boarding. Interwoven social relationships is a reflection of the historical characteristics that internalized through the culture of schools, he also formed the transforming power of acculturation as a representation of the strength of the outer and the inner strength directly impacts on students or cultural systems that make up the local character. Through this approach, then pesantren have the opportunity to make improvements and development of pesantren-based peer counseling to see a set of values (*ruh ma'had*), aspiration (*Himma*), the demands of the development of society, and the ability of pesantren and the carrying capacity significantly.

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CONDUCTING THE CONVERSATION CLASS IN A NON-ENGLISH COUNTRY

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ABSTRACT

The teaching and learning English in Indonesia as the non-English country puts the productive skill especially Speaking skill on the top goal. Someone's proficiency generally reflected through their oral production. In Indonesia, where English as a foreign language, the teaching of speaking in school shows no significant improvement and students put their trust to improve their speaking skill on the private training institution. Time allocation and the demand of curriculum which focused on grammar and written form instead of speaking skill are believed as the cause of such failure, as the teachers stated. A case study on Elite course is conducted for its uniqueness in form of system and teaching method. Therefore, it is found important to carry out the techniques or methods applied in this English course. Observation will be held in two classes; low and high achiever to gather the data followed by interviewing the English instructor and students. The descriptive study will be applied to present the findings from the observation and the interview. The study is hoped to be able to give sufficient information in form of the teacher's instruction, classroom management, time allotment, media, and games, which can be applied in formal education in order to create an active English classroom.

English language teaching emphasized the mastery of four main skills which are speaking, listening, writing, and reading skills. However, it cannot be neglected that the indicator of someone's good English ability is the oral communication. In some ways, Someone's proficiency generally reflected through their oral production. Students of second/foreign language education programs are considered successful if they can communicate effectively in the language (Riggenback and Lazaraton, 1991). Thus, it is then justify that the parameter of good ability in English is the speaking fluency.

Regarding the historical frame work of language teaching, some approach may vary on the focus of skills. The modern history of language teaching started with the adaption of the approach used for teaching Latin in European countries (Cahyono and Widiati, 2011). Grammar Translation Method is an approach with reading and writing as its focus of language teaching (Richard and Rodgers, 1986: 3). When reading and writing are considered to be the focus of language, the ability to speak a foreign language was considered as irrelevant (Prator: 1991:11). Speaking was then made the primary aim of language when the Direct Method came. In the era of this method, oral communication became the basis of grading the language teaching program (Richard and Rodgers,

1986:10). The era of speaking supremacy was again urged on Audiolingual Method (ALM). Based on the structural analysis of spoken language, this "new, scientific" Audiolingual Method (Savignon, 1983) came to be known, widely used, and was popular form many years. It is believed that mimicry and memorization are the most efficient route to second language use and language mastery was assumed to be relied on active drill of structural patterns of the language. This view on language learning is reflected in its own conviction stating that "language behavior is not a matter of solving problem but of performing habits so well learned that they are automatic" (Brook, 1961:3, cited in Savignon, 1983:19). However, the mimicry, memorization, and pattern manipulation were said to have questionable values if the goal of language teaching and learning was the communication ideas, or the sharing of information. This has led the idea of communicative competence in language teaching which was emphasized by another approach to language teaching coming later, that is, the Communicative Language Teaching (CLT). Alongside with the ideas of communicative competence, Morozova (2013) exposed that most of researchers believe in any languages, speaking skills is the primary skill among other skills. Furthermore, he says that speaking skill has to be integrated with other skills.

Since the recent approach, speaking is then desired skills in the application of language

teaching. Speaking is an active or productive skill. The target of speaking skill is an ability to express ideas freely and spontaneously (Fachrurrazy, 2014: 79). The teaching of speaking is also emphasized as an important skill due to the large number of students who want to study English in order to use English for communicative purposes. As it is said in Richard and Renandya's (2002:201), a large percentage of the world's language learners study English in order to develop proficiency in speaking. Some class activity which can be done for speaking skill summarized briefly by Sadtono (1983): Students practice fixed phrases; Students practice/make a dialog; Students play a game; Students perform a skit or play; Students report a role-play; Students report the result of a task; Students use pictures, comic strips, news, or video for making discussion; Students solve a problem set/prepared by the teacher; Students conduct a class discussion, seminar, or debate on certain topic; Students deliver a speech in an imaginary event; Students perform a drama; Students discuss a plan; Students narrate, describe, report, argue, persuade, etc.

The concept of communicative competence developed under the views of language as contexts, language as instruction, and language as negotiation. Learning to speak English requires more than knowing its grammatical and semantic rules. Students need to know how native speakers use the language in the context of structured interpersonal exchange. In other words, "effective oral communication requires the ability to use the language appropriately in social interaction" (Shumin, 2002:204).

The essential purposes of spoken language lay on the concept of communicative competence. Shumin (2002) elaborates that speaking proficiency has four components which are Strategic Competence, Grammatical Competence, Sociolinguistics Competence, and Discourse Competence. Spoken language functions interactionally and transactionally. Interactionally, spoken language is intended to maintain social relationships, while transactionally, it is meant to convey information and ideas (Yule, 2001: 6). Speaking activities involve two or more people using the language for either interactional or transactional purposes. Because much of our daily communication remains interactional (Shumin, 2002: 208), *interaction* is the key to teaching language for communication. In addition, as believed by "interaction hypothesis" is second language acquisition, learners learn faster through interacting, or

native use of language (Miller, 1998). It is also important to note that interaction requires understanding of the social background of those involved in communication.

As in Indonesian context, the teaching of English takes part as foreign language which means people do not use it in everyday conversation. Classroom is the only place where students can practice their English freely. However, in some cases English also uses as second language by doctor, news presenter, or radio anchor. Code switching is commonly by teens and urban society. The main challenge for this country thus is to develop an educational system resulting in human quality competitive at international level. This is relevant to the significant change that took place in the real needs for English in Indonesia (Huda, 1997). The need of English in fifties and sixties was limited to academic purposes at the university level. In recent day, individuals need English in order to communicate with others in the international forum.

In fact, some problems in the teaching of EFL speaking in Indonesia arise. A number of reports shows that Indonesian learners commonly have not attained a good level of oral English proficiency. For example, Mukminatien (1999) found that students of English departments have a great errors when speaking. The errors include pronunciation (e.g., word stress and intonation), grammatical accuracy (e.g., tenses, preposition, and sentence construction), vocabulary (e.g., incorrect word choice), fluency (e.g, frequent repair), and interactive communication (e.g., difficulties in the getting the meaning across or keeping the conversation going). Similarly, Ihsan (1999) found that the students are likely to make errors which include the misuse of part of speech, syntactical construction, lexical choice, and voice. Those findings support Eviyuliwati's research (1997) who reported that students had difficulties in using grammar and applying speaking in class.

Based on those related previous study, theoretical framework, and facts, the researchers attempt to expose how a private training institution, *ELITE*, covers the failure of school in the teaching of speaking. This paper describes English Learning with Interactive Teaching of English (*ELITE*) course for its uniqueness in form of system and teaching method. Therefore, it is found important to carry out the techniques or methods applied in this English course.

ABOUT ELITE COURSE

English Learning with Interactive Teaching of English (*ELITE*) course is an English course at Banjarmasin city, South Kalimantan province, Indonesia. This course established since September

2009. However this course has just runned for 7 years, its popularity in Banjarmasin competes with the big name English courses such as LBPP LIA and EF.

This course offers communicative competence and the ability of good English skills especially speaking skill. The course provides the English speaking environment by forcing the students to speak in English. The students also speak in English when they buy food at course's cafeteria.

The teachers of this course are alumni from local reputable teacher training campus such as University of Lambung Mangkurat, IAIN Antasari, and STKIP PGRI Banjarmasin. For being a full time teacher, the candidates has to pass some recruitment tests such as English test, micro teaching test, and interview test. After they pass the test, they have to go through the teacher course training for three days and probation time for three months. In probation time, there will be a senior teacher who sit in the class as supervisor. There is also director of studies who acts as the supreme supervisor for quality sustainability in teaching.

This course uses topic based by using cambridge curriculum and all the books and materials are under cambridge license. The teachers in this course join the cambridge seminar annually to ensure the program keeps on the right track. The course provides the young learners and teens English course. The numbers of students in one class are maximum 10 students. No other language besides English is allowed in classroom. The students may use their native language outside the classroom for an urgent matter such as answering a call from home.

METHODOLOGY

In order to carry out the process of teaching and learning of English in ELITE course, a case study was conducted. ELITE course is found out unique by the researchers for the activeness of its students in speaking English. The researchers found this English course special to be taken as the subject of the study, as a case study research is particularistic that it is focused on particular phenomenon, such as a situation or event (Gay, Mills, and Arasian, 2009). The case has to be unique and specific problem. Therefore it is considered sufficient to use this method in this study.

Two classes with two different teachers, low and high achiever class, in ELITE course were observed. The students from both of classes are elementary students (6-12 years old). The data collected through observation in the classroom and followed by interviewing the

teachers. Photos and videos were also taken. These qualitative data provided sufficient detail for thick description (Piller and Skilling:2005). For the observation, the researches spent 90 minutes in each classroom to gather which were classified into the teacher's instruction, classroom management, time allotment, media, and games used. The researcher itself sat in the classroom to watch and record the teaching and learning process or it was known as participant observation. Participant observation is the process enabling researchers to learn about the activities of the people under study in the natural setting through observing and participating in those activities (Kawulich: 2005).

After the class, some time were spent to interview the teachers to clarify what the researcher found during the observation. Unstructured interview was conducted with the question related to same matters: the teacher's instruction, classroom management, time allotment, media, and games. Unstructured interview was found necessary for this study because it is more flexible as questions can be adapted and changed depending on the respondents' answers, allows the respondent to talk in some depth, choosing their own words, and it also increased validity because it gives the interviewer the opportunity to probe for a deeper understanding, ask for clarification & allow the interviewee to steer the direction of the interview etc.

The data from observation and interviews were analyzed by following the steps: reducing data, displaying the data and drawing conclusion of the data. These steps were proposed by Sukardi (2006) which mentioned that the data collection is qualitative descriptive study, in general, can be done by (1) reducing the data (2) displaying the data, and (3) drawing conclusion and verification.

FINDINGS FROM THE OBSERVATION

The first class observed was low achiever class, children class 2, on 30 September 2016. Before going to the teaching stage, teacher spent 10 minutes to explain the rule, since she was the new teacher, substituting the previous teacher, so she took the time allotment of the game. The following is the stages in the teaching and learning process during the observation

Table 1: Stages in low achiever class

| Time Allotment | Stages | Activities |
|----------------|--------|--|
| 20' | Games | Play games called "alphabet set". Students were grouped and given a set of alphabet. Then, students were asked to guess words from previous lesson based on the clues given by |

| | | | | | |
|-----|--------------|--|--------------|--|---|
| | | the teachers, then students race to arrange the alphabet. Losers were asked to answer question related to superlative adjective (previous lesson). | | | friend... do it together. - Help each other. |
| 20' | Elicitation | Educe the vocabulary used for today's lesson. The vocabularies are part of the house: Hall Dining room Living room Bed room Kitchen Bathroom | Elicitation | Carrying out the vocabulary used today | - Look at this (<i>draw a picture</i>), what room is this? - Room for eating? (<i>Mime the activity of teaching</i>). - Silent... listen, this is room when you open the door |
| 10' | Presentation | Explain the use of preposition in by showing the sentence <i>Monty 'sin the bedroom.</i> | Presentation | Explaining the use of preposition in in the sentence | - Look at Simon, where is he? - Good. To make it complete, you say " Simon is in the living room" (<i>say and write down the expression</i>). - Now, try. |
| 15' | Production | Play game called "memory game". Students were shown a picture of Star family and asked to remember the position of each family member. After that, the book was closed and teacher mention one name of the star family, and students raised their hand and answer in full sentence. Example: T = Simon S = He is in the living room. | Production | Explaining the game | - Remember the picture, okay? (<i>pause</i>) I say the name, you say the position. Ready? - Yes..in the kitchen. Say it completely. - Complete... don't say the room only. |
| 15' | Practice | Students were given time to do the activity in the book. | | | |

The language used in the classroom was very simple, and teacher used a lot of gesture to help her explaining what she meant. The following is the teacher talk during the teaching and learning process:

Table 2: Teacher's talk of low achiever class

| Stages | Situation | Expressions |
|--------|--------------------------------|--|
| Games | Explaining the game's rule | - So like this, you guess, the first one make the word with this (<i>pointing the alphabet set</i>). Understand? |
| | Explaining the winner | - No..no.. this group first. |
| | Warn the students to play nice | - Hey..hey.. no pushing. You push, I erase one star. - With your |

| | | |
|----------|--|---|
| Practice | Checking if the students finish doing the practice in the workbook | - Have you finished? - Yes..answer completely, like we did in the game. - So, where is Stella? (<i>pointing students' workbook</i>) |
| | Checking the students' answer | - Good, what about Suzy? (<i>pointing students' workbook</i>) |

The second observation was held on children class 8, on 27 September 2016. This class was considered high achiever class. This classification was clearly appropriate when the researcher entered the classroom, as all students greeted the researcher in fluent English. There were

7 students in the classroom; one female student and six male students. One male student is on the 6th grade, two males students are on 4th grade, and the rest are on 3rd grade. The following is the stages in the teaching and learning process during the observation:

Table 3: Stages in high achiever class

| Time Allotment | Stages | Activities |
|----------------|--------------|--|
| 30' | Games | Play games called "throw the stick". Students were grouped by playing black and white. Losers were asked to answer question related to superlative adjective (previous lesson). |
| 20' | Elicitation | Educe the vocabulary used for today's lesson. The vocabularies are Draw – drew fly - flew Drive – drove Buy - bought See – saw Catch - caught Swim – swam Eat - ate Sleep – slept Go – went Come – came |
| 10' | Presentation | Explain the use of simple past tense by showing the sentence <i>Rasyawent to the zoo yesterday.</i> |
| 15' | Production | Play game called "alphabet pair". Students were shown two alphabets and asked to make a word consist of the selected alphabet. The one who couldn't make the word or make the word the last was asked to make a sentence in simple past tense. |
| 15' | Practice | Students were given time to do the activity in the book. |

The language used in the classroom was similar to the lower class, in which it was very simple, did not put the matter on the grammar, and used a lot of gesture to help her explaining. The following is the teacher talk during the teaching and learning process:

Table 4: Teacher talk on high achiever class

| Stages | Situation | Expressions |
|--------------|---|---|
| Games | Explain the rule of the game | <ul style="list-style-type: none"> - We will play the game. So, one set (<i>showing the ice cream stick</i>) for one group - Remember your sticks are 21. You stay behind the line. Share the sticks with your group. - With your group.. Because the game is going to be like this (<i>give example by throwing the stick on the table</i>) throw it on the table, okay? - I will count the number of the stick, which is on the table. Group with many sticks is the winner. - Now, only two players. Choose from your group. Who? You and..? Okay. And then after that, your friend's turn. - Where are your sticks? |
| | Explaining the turn of the game | |
| Elicitation | Explaining how the method of guessing the vocabulary | <ul style="list-style-type: none"> - I will act or..give a clue about action. Okay..and you will say the verb 1. Ready? - (<i>mime the word draw and one of the student say draw</i>) yes, true.. spell - (<i>Use hand to gesture walk then student answer walk</i>) no, like this (<i>gesture again</i>) bye.. (<i>student answers go</i>) yes.. after you go, you (<i>gesture</i>)? |
| | Giving clues of today's vocabulary | |
| | Checking if the students on the right side see what's on the whiteboard | |
| | | <ul style="list-style-type: none"> - Hannah, can you see? |
| Presentation | Explaining the language lesson | <ul style="list-style-type: none"> - Yesterday, already happened. You can change yesterday with last... blab la bla. What? |

| | | |
|--|---|--|
| | | <p>(students answer) yes, week. What else? Last..? (students answer) month, yes.</p> <p>- Kean, what did you say beside yesterday only? (the student answers) yes, yesterday afternoon (write down on the board)</p> <p>- One more, blablabla ago. Time (pointing on her watch and one of the students answers) yes, twenty hours ago, a month ago, ((write down on the board)</p> <p>- Okay, write down please.</p> |
| Asking the students to write down the vocabulary and language lesson | | |
| Production | Setting up the position for | <p>- Sinsin..here, you sit here. Sinsin hurry up..come on. Closer</p> <p>- Do you remember the game? (students said no) you say only one word, including these two letters (show the alphabet set) example, (take the alphabet set and the student make one word) yes..</p> |
| | Controlling the turn of answering the alphabet pair | |
| | Rechecking students' answer | <p>- Tea..yes. No, you already.</p> <p>- Only one more. Keen already finished.</p> <p>- Time? Where's the A? yes.. you are the last. Sinsin..make a sentence.Last one make sentence.</p> |
| Practice | Giving the instruction for the practice | - I play the tape, you listen. And write down the answer, okay? |
| | Responding students' question | - Yes, listen and write there. You finished number 1? |

FROM THE INTERVIEWS

The interviews were conducted after the observation. Soon after the students left the classroom, the session began. The questions

asked were in form of confirmation of what the teacher did during the lesson.

Table 5: The result of interview

| Question | Teacher's respond |
|----------------|---|
| Stages | <p>T1: the stages called games, elicitation, presentation, practice and production.</p> <p>T2: we have specific stages, so all teachers in this course have the same method. We got it on the training and observed by senior teacher.</p> |
| Students level | <p>T1: the level is arranged by the DOS (director of studies) so we don't know.</p> <p>T2: the level is based on the placement test. So it's not based on their grade in school, but based on the result of the placement test.</p> |
| Teacher talk | <p>T1: the director of studies observed my class to make sure that we use communicative language. So, we should use a very simple expression and the shortest one.</p> <p>T2: I was trained to simplify the language instruction. So, we should ask a lot with a very short sentence, so the students are the one who contribute a lot in the teaching and learning process.</p> |
| Games | <p>T1: game is a must. Because what makes this course special is the game. Other course used multimedia games, we use traditional games because most of the children are bored with the modern one. In the games, the students are also talk a lot, cheer their friends or even boo on their opponent. We were facilitated with a lot of games.</p> <p>T2: there a lot of game taught during the training, but later we can develop our own games. Yes, everyday is game, because game helps a lot in maintaining the students' focus. We usually use balls, scrambled words, card, etc. usually games is for taking turn in answering the question to get the star/reward.</p> |

**DISCUSSION
THE TEACHER'S INSTRUCTION**

As it is exposed in the findings the language used in the classroom was very simple, and teacher used a lot of gesture to help her explaining what she meant. The students in the study are young learners so it is also important to shapes the discussion from

EYL insight. Suyanto (2009:31) writes that good EYL teachers use simple, short, and clear language. She also quotes Pahin and Power (1990) who suggest the EYL teacher to use clear instruction in giving the task. The practice of using gesture also supports the theory from Chodidjah (2002) who emphasizes that an English teachers must not speak too fast and use gesture, body movement, and picture in giving explanation to students.

The interview with the teachers also supports that ELITE course's system explicitly asks the teacher to use simple instruction in teaching. That practice is alongside with Gebhard (2000) who suggests the use of "yes/no question" for young learners or elementary level. The teaching in this course also used classroom language. In classroom language usually gives an order but also communicative. Paul (2003) says that classroom language is a good way for students in acquiring the language.

The stages of lesson plan are also precise. The stages are games, elicitation, presentation, practice and production. Master teachers use planning to select the content and methods that will most help their students achieve predefined learning goals (Orlich et al., 2010: 101). Based on the interview, the stages of teaching are the same and supervised by senior teachers or the director of studies. Harmer (2007: 111) writes that the most important task that teachers have to perform is that of organising students to do various activity. Further, he summarizes the role of teacher as organiser : Engage → instruct (demonstrate) → initiate → organise feedback. This following paragraph contrasts the ideas from Harmer and the teaching practice at ELITE course.

First, the engagement is getting the students ready and involve in the activity. The activity has to be enjoyable, interesting or beneficial. This activity reflects in the ELITE course learnings' stage which is game. Games play a central role in a child-centered lesson and make it possible for children to fully immerse themselves in learning (Paul, 2003). Second, the teachers have to give the instructions, saying what students do first, what should they do next, etc. That practice showed in the "elicitation" stage at ELITE course. Referring to the findings, the teacher do the instruction when she was explaining how the method of guessing the vocabulary. Third, Harmer (2007) suggests initiation as the teachers start the activity. At this point students probably need to know how much time they have got and exactly when they should start. In ELITE's practice, they have

"practice" and "produce" stage which cover the area of initiation. The fourth role based on Harmer's organiser theory is how to stop the activity and feedback. Feedback may come with merely question such as *Did you enjoy that?* or a more detailed question.

THE CLASSROOM MANAGEMENT

As it is found in the observation, the classrooms setting at ELITE course use "U" seating arrangement. This seating patterns is the best seating pattern for discussion. It also allows students to see each other which is important condition for verbal interaction, gives a bit more authority to the teacher as s/he situated in front at the open end of the U, and makes an easy closer contact to particular student when taht is needed or works with particular students who lack discussion skills (Arends, 1997).

The maximal number of students at ELITE course is ten students which is ideal number of students in classroom. Locastro (2001) says language class should be comprised of no more than 12 to 15 students. This number will give the students individual opportunity as well as large enough to provide diversity.

In the practice of ELITE course's teaching and learning, the students are not allowed to speak other languages beside English. That is similar with Brown's idea (2007) about the problems in EFL classroom. He illustrates that teacher who may not feel supremely confident in English proficiency are attempt to use more of the native language than may be pedagogically advisable. He also makes an amalgamation from Harmer (2001) and Gebhard (2006) on guidelines for dealing the issue: (1). Set the clear guidelines; (2). Negotiate with the students why it is important for them to use the English; (3). Stimulate the intrinsic motivation to use English in the classroom; (4). Choose appropriate task for students; (5). Create the English Atmosphere, especially in EFL situation.

Those ideas has already showed in ELITE course's practice. At the beginning of the study, students are already told that they have to speak in English entire time during the class. However, the teacher may give an excuse for the students to pick of phone by letting the to go outside and speak in their native language. The tasks are also choosen based on their level of difficulties. English Atmosphere is also presented by the provided self-accessed learning sources, pictures and posters in English, also non-teachers-staff who also able to speak in English so they also speak in English when buy something at canteen or greet the staff.

THE TIME ALLOTMENT

Charateristics of young learners are described to discuss the teaching practice at ELITE

course because the subject of this study refers to specific level which is young learners whose age is between 6 and 13 years old.

The time allotment for the classes at ELITE course is uniform in amount of 90 minutes. It derives from 30 minutes for games, 20 minutes for elicitation, 10 minutes for presentation, 15 minutes for production, and 15 minutes for practice. Fachrurrazy (2014: 41) writes that young learners have short time concentration. They are easily bored. Therefore, the period of English lesson should not be too long. He suggests if the time allotted for English is 90 minutes per week, he prefers it to be separated, 45 minutes each. Harmer (2007: 82) also refers the same idea that they have a limited attention span; unless the activities are extremely engaging, they can easily get bored after ten minutes.

ELITE's teachers are told to engage the students with games which is fun for the students, so the real time for the English learning actually less than 90 minutes (minus 30 minutes for the game). It can be said that the time allotment is ideal one for young learners. Arends (1997) elaborates that the management of classroom time is a complex and difficult task for the teacher. A real time has to be counted to ensure the learning goal is achieved. In this course, the teacher has to 30 minutes earlier to prepare the class. The lesson plan also has to be consulted in advance to the senior teacher or the director.

THE MEDIA AND GAMES

The attractive media and joyful games are very important in this course. From the interview, one of the teacher claims that games make this course special. They prefer using traditional games because most of the children are bored with the modern one. In the games, the students are also talk a lot, cheer their friends or even boo on their opponent. Various games are facilitated to the students. The other teacher also said that they are taught to use some games in the training, but later they develop their own games. They usually use balls, scrambled words, card, etc. Suyanto (2009: 101) also in lines with that by saying the benefit of media are reducing the use of mother tongue, motivating the students, and making interactive learning and interesting. Further, she describes the characteristics of language games: the players have to interact each other, the players have to understand the rule, the games have to be clear, the players have to be actively involved, the players are gotten the special rules.

The urgency of games are also emphasized by Paul (2003), games are the placed where the learning are actively happen. A child who get a new vocabulary from a game will be highly motivated rather than from a learning before the game.

CONCLUSION

English Learning with Interactive Teaching of English (ELITE) course has showed the best practice of English teaching by applying the strategy with the benefit of games, media, and simply instruction in its practice. The suitability of its quality is also assured by good knowledge transfer from senior teacher to junior or freshman teacher. The English environment is also provided by the course. They provides the atmosphere so the students are not reluctant to speak in English. Great preparation in lesson planning is also underlined in giving an effective and communicative English language teaching practice.

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THE PROFILE OF STUDENT SELF REGULATED LEARNING IN MATHEMATIC AT JUNIOR HIGH SCHOOL PADANG

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ABSTRACT

This research was motivated by the low skills of learners in organizing and directing in learning (SRL) in mathematics. There are learners who have set a goal of learning mathematics, there are students who do not control himself in learning mathematics, there are students who do not seek help learn math, low motivation to learn mathematics, there is no strategy that is used in mathematics, and low evaluasi in learn math. Samples 145 students SMPN Kota Padang, taken by cluster area random sampling. Data collected by the instruments of self-regulated learning (SRL) in mathematics. The instrument has content validity ranging 0.68-1.00, construct validity 0.93, the validity of item ranged 0.389-0.891, and Cronbach alpha reliability 0.949. Data were analyzed with SPSS software IBM version 20. The results of the study, found empirically skills of learners in organizing and directing in learning (SRL) learners SMPN Kota Padang high. Include the following skills; (1) set a goal of learning mathematics is low, (2) control in studying mathematics high, (3) seek the help of mathematics is very high, (4) motivation to learn mathematics is high, (5) makes learning strategies mathematics high, and (6) self-evaluation in learning mathematics is low.

Keywords: self-regulated learning (SRL) and or learning skills.

Subjects matter of mathematics, as one core subjects in schools, began from elementary school, even starting from the lower level of education like an early childhood education, to high school and level of equality. The student at Padang, generally has a perception that the subjects of mathematics as a difficult subject matter. The effect of this perception they already perceive some difficulty in subjects of mathematics, avoid and even some of them feel antipathy with that subject matter.

This condition is very concern of us together, including in this case researcher, have this concern is very reasonable. This is in line with the results of observations conducted on August 8 to August 13, 2016 in several junior high school at Padang, using the format of observation. This observation taken from research Yuzarion (2014), uses six indicators of self-regulated learning (SRL) in math.

The results of these observations found that; **First**, there are student who have not set a goal to learn mathematics, this means that in the first step SRL students there is a serious enough, because the activities set a goal of learning mathematics initial is a steps to make a math such favorites subject matter.

Secondly, there are students who have not been able to control himself in learning math, this means SRL students in learning mathematics is also quite problematic, because they control activities in learning mathematics

is an important part in the SRL. **Thirdly**, there are students who do not seek help learn math when they run into trouble. Activities seeking help to learn the SRL, an activity currently active students have difficulty learning mathematics, above, there are students who do not seek help to learn, when experiencing difficulty learning mathematics indicate serious problems in the SRL. **Fourth**, there are students a low motivation to learn math, it reinforces the problem SRL students in math, because math learning success is also influenced by a strong motivation to learn.

Fifth, there are students who have to design strategies that are used in learning mathematics. The ability to design and make mathematics learning strategy is good and true, will allow students to learn mathematics is perceived difficult, because the students have not been designing and creating strategies to learn mathematics, it is certainly a problem in the SRL students in her math. **Sixth**, there are students do not perform a self-evaluation in learning mathematics. The ability of self-evaluation in learning mathematics is an important aspect also in the SRL. With students do not perform a self-evaluation of learning mathematics, making it also a serious problem in the SRL students. Based on the above, the authors determined the title of this article The Profile Of Student Self Regulated Learning In Mathematic At Junior High School Padang.

LITERATURE

Self-regulated learning (SRL) is one of the skills learned in the form of self-regulating and directing the activities of independent learning. SRL was actually referring to the concept of self-regulation (self-regulation). The concept of self-regulation contained in social cognitive theory with the main characters of Albert Bandura (Brown, 1999).

Self-regulation of learning was an activities of student using a skill set of self, self-directed and manage themselves in learning activities, this is what is meant by self-regulated learning (the abbreviation SRL). With regard to the SRL as learning skills, the activity of organizing, directing, and managing self-learning, Zimmerman and Martinez-Pons, (1990) explains to regulate students of their self in the learning involves three determinants. Three determinants include; personal, environmental, and behavioral. Application of self-regulation in learning, will create independent students able to regulate the behavior of learning and environment. This is in line with the regulating metacognitive function in learning activities. Skills regulate self-students is the process of using the power of cognitive and behavior achieve the learning objectives, it is in line with the opinion of Eggen and Kauchak (1997).

While Como and Mandinach (1983), has pointedly explained SRL is a strong concerted effort to use cognition and affection to achievement in learning. Clarify the above description, SRL in this study, emphasizing the skills to manage, direct, and manage themselves in the activities of students in mathematics. SRL students in mathematics, elaborated from research Zumbunn et al. (2011) and Cheng (2011), described as follows.

Establish the purpose of learning,

Schunk, (2001) describes the set goals in the self-regulation can be considered as the standard governing the actions of individuals in learning, in the classroom, that goal may be as simple as how to get a good grade on a test, or how to gain a broad understanding and detail of a a topic that we learned.

Desire / short-term goals are often used to achieve long-term aspirations, as an example, if a student set long-term goals in order to take a test well, then he must also be able to design short-term goals such as a set amount of time and using study strategies specific to help ensure the success on the exam. The research of Zimmerman (2004) found a significant positive correlation goal setting to learning outcomes. Zimmerman also stressed / reveals that

encourages students to design short-term goals in learning, will be able to be an effective way to help students track their learning progress.

Self-control in learning,

In order to optimize the self-regulated learning (SRL), students should be able to control their attention (Winne & Hadwin, 2009). Control of attention is a cognitive process that requires self-monitoring significant (Harnishferger, 1995). Often this requires a process of cleansing the soul of distracting thoughts, as well as finding a suitable environment or conducive to learning (eg, a quiet area without any substantial noise) (Winne & Hadwin, 2009).

Research Kuhl (2005) showed that the academic results increase with the range of time spent on task. Therefore, teaching students to work on learning tasks should be a priority. Teachers can help students to control their attention by removing stimuli that can cause interference, and provide respite for students to develop their attention span.

1. Seek help learning,

According to Butler (1998), independent students who regulate themselves in the study did not fully try to complete each task their own learning, but they will often seek assistance from others when needed.

More Ryan et al (2001) describes to seek help for learning students done in self-regulated learning (SRL) with the aim of making them more autonomous, so this is what makes students who regulate themselves in studying different from his friends, they not just looking for help (advice) from other people, but they are more autonomous.

Teachers can seek help promote positive behavior by providing feedback continuous progress that students can easily understand and provide opportunities for students to fix an assignment after making changes.

Motivation to Learn

According Como (1993) self-motivation occurs when a student can independently use one or more strategies to keep themselves so that it remains on track towards the goal of learning. It is important for the process of self-regulation, as required by students to take control of their learning. Furthermore, self-motivated occur without external reward or incentives, and because it can be a strong indicator that students become more autonomous (Zimmerman, 2004).

More Wolters (2003) emphasize the learning objectives set itself and find the motivation from within to make progress towards these goals, students are more likely to survive to undergo the task of learning a difficult and often find learning more enjoyable.

Strategy Study,

According to Paris & Paris (2001) students who can successfully implement multiple learning strategies in all tasks and adjust strategies as needed to facilitate their progress towards the desired goal. However, it is important to note that the majority of students, especially at the primary level, usually do not have a learning strategy (van de Broek et al., 2001).

For students need time to learn and be comfortable with different learning strategies. By modeling how to use new strategies and provide a scaffold in the right amount as an exercise, the teacher can help students become independent strategy users.

Evaluate yourself in Learning.

According Winne & Hadwin, (2009), the participants were more likely to become independent students when students are able to evaluate their own learning, regardless of summative assessment that teachers do. Further Schraw & Moshman, (1995) explains that such practices when students are able to evaluate their learning strategies and make adjustments for similar tasks in the future. Teachers can promote self-evaluation in the classroom to help students monitor learning goals, using the strategy, and then make changes to the goals and strategies based on learning outcomes as (Zimmerman, 2004).

Based on the above, what is meant by SRL in this research is a skill set, direct, and manage themselves in learning in mathematics. Skills is set a goal of learning mathematics, self-control in learning math, seek the help of mathematics learning, motivation to learn math, create strategies to learn mathematics, and self-evaluation in learning mathematics.

RESEARCH METHODS

This study design is descriptive quantitative, a study that tried to describe the variables which have been formed naturally. It aims to demonstrate empirically the variables SRL students in mathematics that have occurred naturally in the group of research subjects.

The population in this study students in Junior High School at Padang, such 2319 students, distributed in Junior High School number 5, Junior High School number 13, Junior High School number 18, Junior High School number 30, Junior High School number 35. The sample was 145 student. The samples were taken with the sampling technique is random sampling cluster area.

Measurement of variables using the instrument in the form of scale. The scale of

self-regulated learning (SRL), a valid and reliable, using the fourth interval. The instrument has content validity ranging from 0.68 to 1.00, 0.931 construct validity, the validity of ranges from 0.389 to 0.891, and 0.944 Cronbach Alpha reliability. Definition operational: Self-regulated learning (SRL) is a skill set, direct, and manage themselves in learning at mathematics. Skills shall include (1) set a goal of learning mathematics, (2) control in studying mathematics, (3) seek help learn math, (4) motivation to learn mathematics, (5) create strategies to learn mathematics, and (6) evaluation in learn math.

Data were analyzed by using frequency and percentages with the help of IBM software Statistical Package for the Social Sciences version 20 for Windows (IBM SPSS version 20). Step-by-step analysis, the prerequisite test analysis, test descriptive statistics, analysis, and conclusion

THE RESULT

Junior High School of Padang were 40 schools. A characteristics of of the student in Padang are heterogeneous, whereas psychological characteristics is homogeneous. Based on the age range or individual developmental and psychological characteristics are homogeneous, because of that the research about SRL can be conducted.

Once the data is obtained by distributed the scale of self-regulated learning (SRL) in mathematics valid and reliable, there is still requirements analysis with the help of data normality test by IBM SPSS version 20 software, data normality test results can be seen in Table 1 below.

Table 1 Results of Normality Data Test SRL Students

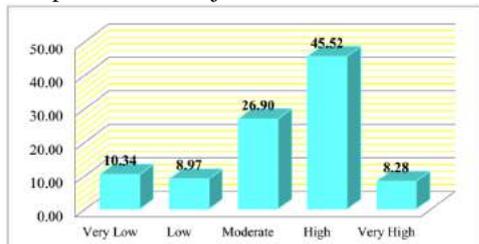
| | <i>Tests of Normality</i> | | |
|------|---------------------------------------|--------------|------|
| | <i>Kolmogorov-Smirnov^a</i> | | |
| | Statis- tic | I f | Sig. |
| SR | | | |
| L PD | .118 | ⁴ | .200 |
| MTK | | 87 | |

a. Lilliefors Significance Correction

According table 1 above, Data SRL students Padang has a normal distribution, the next step test descriptive statistical analysis with frequency technique, as follows. SRL Data obtained by the measurement instrument of self-regulated learning (SRL) students in mathematics, consists of 6 indicators with 39 items that valid and reliable. Each item is given a score, lowest score was 1 and 4 a highest score. By using the criteria of normal curve, Data SRL and 6 indicators grouped into five categories: (1) very low, (2) low, (3) medium, (4) high, and (5) is very high. A general description,

the study of SRL students, the analysis results can be seen in the following description.

Description SRL Subjects of Students in Math

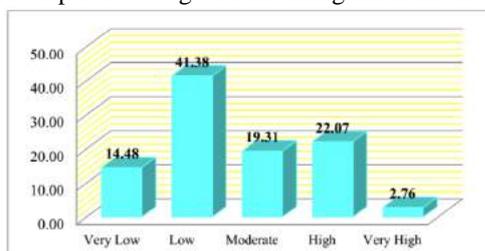


Graph 1 Description SRL Subjects of Students in Math

In chart 1 general description SRL students in mathematics Junior High School of Padang at the level of high category as much as 45.52 percent of the 145 study subjects. This data is extended by a mean of 3.67, approaching category 4.

On the results of further analysis of the data obtained on the graph 1 in the category of low and very low as much as 19.3 percent. This means that most students still need a touch of self-regulation training services, they have indicated there has a problem with self-regulation of learning mathematics in Junior High School Padang.

Description set a goal of learning mathematics

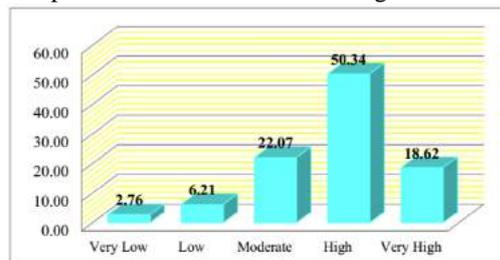


Graph 2 Description set a goal of learning mathematics

In chart 2 description set a goal of studying mathematics, students of Junior High School of Padang at the level of the low category with 41.38 percent of the 145 respondents surveyed. This data has extended by a mean of 2.09, approaching the second category.

On the results of further analysis of the data obtained on the graph 2 in the category of low and very low as much as 55.9 percent. This means that most students will still need a touch of self-regulation training services, they have indicated no problems with the set goals have studied mathematics at Junior High School Padang.

Description of self-control in learning mathematics



Graph 3 Description of self-control in learning mathematics

In chart 3 control description in studying mathematics, students of Junior High School of Padang at the level of high category with 50.34 percent of the 145 respondents surveyed. This data is extended by a mean of 3.77, approaching category 4.

On the results of further analysis of the data obtained on the graph 3 in the category of low and very low as much as 9.0 percent. This means that a small portion of students is still a touch of self-regulation training services, they have indicated there has a problem with self-control in learning mathematics in Junior High School Padang.

Description of seeking help learn math

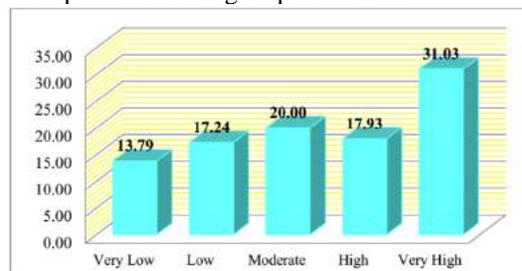
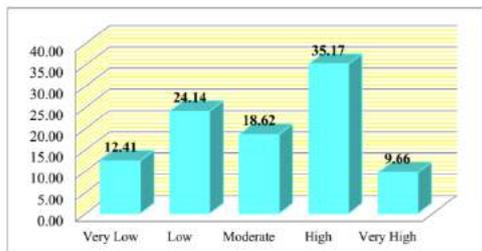


Chart 4 Description of seeking help learn math

In chart 4 descriptions seek help learn math, students of Junior High School of Padang at the level of very high category with 31.03 percent of the 145 respondents surveyed. This data is extended by a mean of 3.07, approaching category 4.

On the results of further analysis of the data obtained on the graph 4 in the category of low and very low indeed still be found as much as 31.00 percent. This means large enough students are in need of a touch of self-regulation training services, have indicated they have problems with seeking help learn math in Junior High School Padang.

Description of motivation to learn math

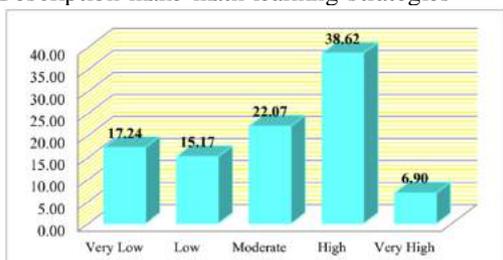


Graph 5 Description of motivation to learn math

In chart 5 description of the motivation to learn mathematics, students of Junior High School of Padang at the level of very high category with 35.17 percent of the 145 respondents surveyed. This data is extended by a mean of 3.11, approaching the 3 categories.

On the results of further analysis of the data obtained on the graph 5 in the category of low and very low they found as many as 36.6 percent. This means large enough students are in need of a touch of self-regulation training services, have indicated they have a problem with motivation to learn mathematics in Junior High School Padang.

Description make math learning strategies



Graph 6 Description make math learning strategies

In the graph 6 descriptions make math learning strategies, students Junior High School of Padang at the level of very high category with 38.62 percent of the 145 respondents surveyed. This data is extended by a mean of 3.53, approaching category 4.

On the results of further analysis of the data obtained on the graph 6 in the category of low and very low they found as many as 32.4 percent. This means large enough students are in need of a touch of self-regulation training services, have indicated they have a problem with making math learning strategies in Junior High School Padang.

Description of the self-evaluation in learning mathematics.

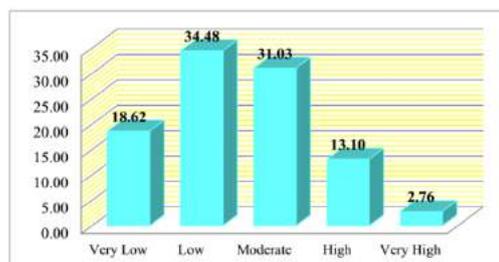


Chart 7 Description of the self-evaluation in learning mathematics.

In chart 7 the description of the self-evaluation of learning mathematics, students of Junior High School of Padang at the level of the low category with 34.48 percent of the 145 respondents surveyed. This data is extended by a mean of 2.17, approaching the second category.

On the results of further analysis of the data obtained on the graph 7 in the category of low and very low they found as many as 53.1 percent. This means that very many students need a touch of self-regulation training services, have indicated they have a problem with self-evaluation of learning mathematics in Junior High School Padang.

For more summarily above description, the following profile recapitulation SRL serve students in mathematics at Junior High School Padang.

Table 2 Recapitulation of profile Student SRL in Mathematics at Junior High School at Padang

| | | 1 | 2 | 3 | 4 | 5 | Total | Mean | Kesimpulan |
|-----|-----------|------|------|------|------|------|-------|------|------------|
| SRL | Frequency | 15 | 13 | 39 | 66 | 12 | 145 | 3.67 | High |
| | Percent | 10.3 | 9 | 26.9 | 45.5 | 8.3 | 100.0 | | |
| MTB | Frequency | 21 | 60 | 28 | 32 | 4 | 145 | 2.09 | Low |
| | Percent | 14.4 | 41.1 | 19.3 | 22.1 | 2.8 | 100.0 | | |
| KDB | Frequency | 4 | 9 | 22 | 73 | 27 | 145 | 3.77 | High |
| | Percent | 2.8 | 6.2 | 22.1 | 50.3 | 18.6 | 100.0 | | |
| MB | Frequency | 20 | 25 | 29 | 26 | 45 | 145 | 3.07 | Very High |
| | Percent | 13.8 | 17.2 | 20.8 | 17.9 | 31 | 100.0 | | |
| MBB | Frequency | 18 | 35 | 27 | 51 | 14 | 145 | 3.11 | High |
| | Percent | 12.4 | 24.1 | 18.6 | 35.2 | 9.7 | 100.0 | | |
| SB | Frequency | 25 | 22 | 32 | 58 | 10 | 145 | 3.53 | High |
| | Percent | 17.2 | 15.2 | 22.1 | 38.6 | 6.9 | 100.0 | | |
| EDB | Frequency | 27 | 50 | 45 | 19 | 4 | 145 | 2.17 | Low |
| | Percent | 18.6 | 34.5 | 31.0 | 13.1 | 2.8 | 100.0 | | |

- 1=Very Low
- 2=Low
- 3=Moderate
- 4=High
- 5=Very High
- SRL= *Self-Regulated Learning*
- MTB= set a goal of learning mathematics
- KDB= control in studying mathematics
- MB= motivation to learn mathematics
- MBB= seek help learn math
- SB= create strategies to learn mathematics
- EDB= evaluation in learn math

According to the table 2 profiles SRL students in mathematics at Junior High School Padang. The average at the high category. Skills of students in organizing, directing, and managing self-learning in mathematics, covering the skills (1) set a goal of learning mathematics is at the low category, (2) control in studying mathematics at the high category, (3) seek assistance learning mathematics are at very high category, (4) the motivation to learn math at the high category, (5) make mathematics learning strategy at the high category, and (6) a self-evaluation in learning mathematics are in the low category.

It can be concluded, SRL profile of students in mathematics at Junior High School at Padang. The skills students in learn math in setting goals and self-evaluation in learning mathematics is low. Self-control skills in learning math, seek help learn math, motivation to learn math, and make math learning strategies students Junior High School at Padang .

DISCUSSION

The results of the analysis of this study indicate SRL students in mathematics at Junior High School Padang. Self-control skills in learning math, seek help learn math, motivation to learn math, and make math learning strategies students Junior High School Padang. While the skills of students in setting goals mathematics learning and self-evaluation in learning mathematics is low.

Suitable with the objectives of this study, to look for a profile of SRL in mathematics. On the results of the analysis found skill set goals of mathematics learning and self-evaluation in learning mathematics low data obtained, it can be used as the basis for the development of research lankjutan in the framework of self-regulation training, a focus on mathematics.

The general picture of research results is in line with the opinion of Eggen and Kauchak (1997) describes the skills of self-students regulate the process of using the power of thought and behavior achieve their learning goals. While Corno and Mandinach (1983), lebib pointedly explained SRL is a strong concerted effort to use cognition and affection to excel in learning.

So is the case with, self-control skills in learning math, seek help learn math, motivation to learn math, and make math learning strategies, proven empirically done by students of Junior High School Padang

Although empirically for skills in setting goals mathematics learning and self-evaluation in the low mathematics learning has not been done well.

It is actually quite in line with the characteristics of students who have SRL high, they have the skills to learn: (1) independent in doing the task, (2) plan and regulate the use of study time, (3) utilize the resources available, internally and externally, (4) changing the difficulty in learning to be a challenge, (5) controls the learning process, (6) evaluate student achievement, (7) persistent in learning, (8) understand and extract meaning in learning activities, and (9) realize that learning requires strategy and effort (Rochester Institute of Technology, 2000: 388).

The findings of this study, further strengthens that SRL as a learning skills, organize, direct, and manage in studying the mathematical subjects occurs naturally in every student. Can be affirmed that the skill set, direct, and manage themselves in learning in mathematics happens naturally. It covers (1) set a goal of learning mathematics, (2) control in studying mathematics, (3) seek help learn math, (4) motivation to learn mathematics, (5) create strategies to learn mathematics, and (6) a self-evaluation in learning mathematics, empirical has terbenut well will make them active students organize, direct, and manage in studying.

CONCLUSION

SRL students in mathematics at Junior High School Padang. Skills (1) control in studying mathematics, (2) seek help learn math, (3) motivation to learn mathematics, (4) make mathematics learning strategy, this fourth skill in learning found a high average. While (5) set a goal of studying mathematics and (6) a self-evaluation in learning mathematics students Junior High School Padang has a low average.

The results of the analysis can also be concluded that the SRL students in mathematics and study skills as an indicator of six naturally occurring (natural) in the process of learning of students in the subjects of mathematics at Junior High School Padang.

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STRATEGY IN INTRODUCING ENGLISH TO EARLY CHILDHOOD EDUCATION

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ABSTRACT

English is an international language that becomes universal which dominating the world wide communication in connecting and transferring knowledge throughout the world. It triggers assumptions that english mastery is a crucial need for people today, since english mastery allows people to expand their international connectivity easily. Language needs to be developed due to the growing stages which must be experienced by early childhood learners. The roles of language for early childhood learners are as a means for thinking, listening, speaking, reading, and writing. Through language, someone is able to convey the wishes and opinions to others. It becomes one of the matter of urgency since early childhood which soon need to be answered in revealing the wonder of knowledge through English. Strategies and sets of learning activity in introducing English since early childhood are required to fulfil the language development stage for children especially in English.

Keywords: *English language education, early childhood, and learning strategies*

In the globalization, human resource are being force to fulfil skills including foreign language, one of them is English as an international language. If people are able to mastering english, they will mastering the knowledge, technology, and be able to communicate with others easily. Due to the important of english for indonesian, education leraning in Indonesia are competition in teaching english as one of skill that are need to be developed. Nowadays, an english course are being taught in elementary up to senior high school. Moreover, kindergarten either early childhood education are starting to introduce english to the students. Eventhough, english learning in the early childhood are being famouse since they learn their first language.

Based on the assumption that children are a fast learner than the adult (Santrok, 2007), a research done by Johnson dan Newport, 1991 (Santrock, 2007) shows the childhood, 3 until 7 years, Chinese and Korean immigrant who lived in America, their english skill ar better than the olders or the adult. Another research stated the effectiveness of mastering the foreign language since childhood by Mustafa (2007), that children who are mastering the foreign language are special in their intellectual, academic, speaking, and social. Moreover, Mustafa (2007) said learning a foreign language since childhood helps their growing process in learning their own languange and culture. It dues to they have more capable ability toward languange and foreign culture.

In the golden age, 0-6 years, children have many abilities in learning optimally and it will

lead them to their growing development stages. In the golden age, children are able to absorb idea and knowldge or courses better than the adult since they have a chance to develop their ability. Therefore, golden age is a crucial time to find their potency. So, giving an education to the children are very important matters to help their growing process.

Urgency of english education for early childhood

Nowdays, english are important. Lot of parent want to give their children an english in early childhood. It is not an easy job to teach the early childhood about anything. Teaching english to early childhood are different ways in teaching teenagers or adult. In the early childhood, teaching english as an introductory. So, early childhood are being taught the basic of english through playing, it is playing by learning. By using this method, the early childhood are being calm, it makes them feel happy and cheerful so, they will be easier in receiving the lesson.

Learning English in early childhood only limited introduction and basics only. So, we as educators to teach them things that are very basic advance, for example letters of the English alphabet, numbers, assorted fruits, all kinds of animals, a variety of colors, and a little conversation simple and easy (such as good morning, how are you, etc.).

The active role of parents is very necessary in this case, in other words, parents are required to know a bit of English so they can buy a book on basic English and teach it to their children at home. Below are some of the reasons why children from an early age should be required to master the English language, among others:

1. The geographic factor becomes the first reason why Indonesia needs to learn English. Indonesia is surrounded by state-country the majority of the population uses English as a first or second language. These countries include Singapura, Malaysia, the Philippines, Australia, and others. By learning English will be easier for a person to communicate with another person if one day go abroad.

2. English should be studied because of its widespread use as an international language communication. To be able to communicate with people of different cultural backgrounds and the State of the Union, English has become the main option that is often used in communication. Examples are easy to see there in the world of tourism. The tourists who travel abroad usually use English to communicate with local residents. In addition, English is also the official language of instruction in the world of transportation in the air and at sea.

3. The information contained in the world are also mostly using English as the language of publication. Can we take the example of the Internet, most of the sites on the internet information provider speak English. Not only on the Internet, books are also not a few who use the English language. With fluent in English would greatly assist children in exploring and accessing sources of knowledge from the media written and electronic media.

Learning English for Early Childhood Education aims to: 1) introduce English pronunciation skills. This is realized by means of: pronounce English vocabulary with the correct pronunciation, memorize each English vocabulary with meaning, singing songs in English, responding to instructions with actions or utterances lightly. The results of study showed when learning using pictures, games, and songs are integrated more effectively to teach English vocabulary for kindergarten children. Kids learn about the environment and absorbing knowledge through what they see and hear. In fact, 55 percent of children's knowledge gained from observation and hearing, so that the senses of sight and hearing is the gateway entrance of science into the child. Factors affecting the acquisition of vocabulary in preschool children include environmental factors and shelter, economic factors, factors of parental education, as well as the factors that come from the children themselves. The second objective, the education of English in kindergarten aims to develop language skills with measures. Topics of the discussion relating to matters that are within the context of the situation. In this case the students are encouraged to practice interacting with his

partner, so that elementary students have no difficulty in pronouncing English because basically learning the language must be spoken and frequently practice to be flexible in pronunciation.

The role of the English language is very important for children about the global world is like, with one language, namely English, children can travel around the world, because the English language has been used in different countries even though as a second language as an official language in each country. English is a language that is very important in the international world, especially in the current era of globalization to communicate with other people in different countries. By mastering the English language, people will be able to log in and access the world of information and technology. With the introduction of English in kindergarten, the students will recognize and know English early. Thus, they will have a better knowledge base before proceeding to higher education level.

The third objective is improving child language acquisition. More and more people are able to communicate in English then the sooner the process of knowledge transfer. Kids can obtain two or more languages properly if there is a consistent pattern of social communication, such as with whom to speak anything, where speaking what, or when speaking of anything.

Stages in Learning English & Methods of Teaching English to Early Childhood

Teaching English gradually. Similarly, learning Indonesian children do not immediately learn to speak, read and write simultaneously. Before she could speak in Indonesian children must listen first Indonesian. If he had never heard such language, he may not be able to speak. It cause deaf children usually also automatically mute because he could not hear so it cannot imitate. So in essence, learning any language the same way. Here are the stages in learning English for children, namely:

1. Listening. Besides heard us speaking children can also learn how to read to hear the story in English, chanting simple or by watching DVDs and VCDs in English. But for the beginning of knowledge, select the words few and simple.

2. Speaking. Once the child is often heard in English, children can be encouraged to speak in simple sentences. Apply 30 minutes a day as a family to speak in English. The withdrawal of children under five who are just starting to talk, children also start speaking in English language only one word for example car when you want a toy car. Then develop into short sentences, like I want the car.

3. Reading. There are two common methods to teach children to learn to read in English that is the whole language approach and phonic. whole

language approach is a method of learning to read by making the language as a whole are not separated. Learning to read should also be in accordance with the context. This method is more emphasis on the meaning of a word. For example, when seeing the word cat (cat) child immediately told that it read "ket" and it means the cat. Normally children learn to read by the system remembers (memorize) words that have been mentioned. The advantages of this method is faster child can read but will have difficulty when it came to writing the word on purpose, especially words that are long enough. Phonic is a method of learning to read through the letter sounds with how to spell one by one suppose cat (cat) means spelled keh - e - tea and read "ket". Every word in the dust into letters. Because children learn through a spell then takes longer to read. But excess easier when children have to write down the words he heard. To facilitate children learn to read should select books appropriate to their level. Suppose children just starting to read, select books that consists of only one word suppose the first page there is a picture underneath the apple and the words This is Apple. After that could be tried with other words suppose I like banana. Children can create their own books like it or get it through reading A to Z.

4. Writing. This is the most difficult stages in learning English because there are many rules that must be obeyed. Usually the Indonesian people would have difficulty speaking in English. Actually it is not because it can not, but because of fear of being wrong. Yet even if we are wrong to say the arrangement of a few sentences or incorrect grammar was our speaker will understand. But that's not writing, when we do a lot of grammatical errors and spelling how it could be people who read us do not understand what we write. Because of this relatife hard, then write into the final stage. Do not rush to teach grammar or writing if the child has not mastered the three previous stages. To teach Grammar should be done implicitly through the book that contains sentences that same pattern. Let's say if the first page contains the sentence past tense next few pages also patterned past tense. So after a few repetitions children can get an idea of the sentence when it used the past tense. If children are taught grammar explicitly that with a lengthy explanation about the past tense complete with formulas that must be memorized then the child will be confused and end up afraid to write. Such as when speaking children should start with writing a single word, then one short sentence, and then one long sentence, then a paragraph and so on. Maybe later without you

realizing suddenly the child is able to write a book in English.

Various methods can be used for learning English early childhood, among others: 1. Method of TPR (Total Physical Response Method)

This method was developed by James Asher, a professor of psychology at California State University San Jose. This method is the appropriate method to teach English at an early age where children prefer learning activity directly related to physical activity (physical) and movement (movement). In this method, Asher said that more frequent or more intense stimulation of memory a person is given the stronger the memory associations connected and easier to remember (recalling). Memorizing is done verbally with the motion activity (motor activiy).

Asher also concluded that the role of emotional factors are highly effective in children's language learning, language learning means to engage with mobile games combined with singing or storytelling will be able to reduce the pressure of one's language learning. He believed that with joy in the child (positive mood) will give a good impact on the children's language learning.

Learning examples of this method are as follows: when introducing a word stand up (stand up) all the children stood up while listening (listening) said stand up and pronounce (speak) the words that stand up. Here we as educators do not need to insist on the introduction of written language (written language) even though we can occasionally write these words but not a necessity. Then we can strengthen the introduction of the words while singing songs and moving the appropriate command:

Every body sit down, sit down, sit down
 Every body sit down just like me
 Every body stand up, stand up, stand up
 Every body stand up just like me

Activity introduction of English with this method is expected to take place continuously and gradually, especially with learning by attracting so that children can be happy and cheerful will maximize the child's ability to learn a second language so it would appear Indonesian children who are fluent in English.

Teaching English By Using Song

This method is one method to teach English using chants / songs segai medium. Given English is a foreign language in Indonesia, of course, the learning process requires appropriate and effective approach. The success of English learning in early childhood is strongly influenced by the ability of a teacher to present the process of teaching and learning interesting and fun for children. Not just

with the singing alone but singing is accompanied by the music will help the learning process in children. Because music can enrich spiritual life and provide a balance of life in children. Through music, people can express their thoughts and feelings of his heart and can control the emotional aspect. The singing is part of the music. In essence, singing for children is as follows: a) Emotional language, where the singing child can express his feelings, a sense of fun, funny, awe, emotion. b) Tone languages, as can be heard, sung, and communicated. c) Language motion, motion on singing depicted in bars (motion / beats regularly), the rhythm (motion / short length irregular beats), and the melody (high-low motion).

Advantages teach English using the singing is as follows: a) Through songs will motivate children to enjoy learning English. b) With singing children be happy and easier to understand teaching materials are delivered. The ability of teachers to choose songs and create movement in accordance with the age of the child's development will have an impact on the success of the process of learning English in early childhood. c) Through songs and a variety of learning activities, educators can foster the child's interest to be happy and to learn, even a child can make it easier to understand the material presented. d) Kids made fun, do not get bored, and are interested in following the learning process. With the singing of a child will be faster practicing a material submitted by educators. In addition, a child's ability to hear (listening), singing, creativity (creative) can be trained in this way.

Teaching English By Using Games

Learning English using games as a medium has keutungan as follows: a) Delivery of material can be homogenized. By using game media in learning activities, then there will be uniformity in the interpretation of the educator subjects of the subjects that will be delivered to children. b) The learning process more interesting. Media game consists of visual elements (can be seen), audio (audible) and motion (to interact). So, this media can arouse children's curiosity, educators, allowing the child to touch the object of study subjects, helping them concretize something abstract and so on. c) Child's learning process more interactive. The element of AI (Artificial Intelligence) or artificial intelligence in the media game, there will be a two-way communication in which the questions appear randomly on the computer screen and the child will answer that question. With the high computer at programming AI, the game is made

to be more complex, tailored to the abilities of the child. An example is a simulation game. d) The amount of time learning and teaching can be reduced with the game media, the educators do not need to spend a lot of time to explain the material. With the media game, children can train themselves by interacting with the media on a matter which game they want to learn. e) The quality of children's learning can be improved. Besides being more efficient in the teaching-learning process as described above, the media game can help children absorb the subject matter deeper and intact. This is due to the media game more interesting because there are elements of visual and audio but also interactive which makes children can interact with the game program on a subject. An example is a quiz game. f) The process of learning can happen anywhere and anytime. Increasingly rapid technological development, enabling the child at this time can have a laptop at a cheap price. This device has the advantage can be taken anywhere and can be used anytime. Media games are usually shaped interactive CDs that can be used anytime. So the media game as a learning medium can be used anytime and anywhere. g) A positive attitude of children towards learning materials as well as to the learning process itself can be improved with the media, teaching and learning process more interesting. This can increase the love and appreciation of children to science and learning process. h) The role of educators can be changed to a more positive and productive. First, educators do not need to repeat their explanation when this medium is used in learning. Secondly, by reducing verbal descriptions (oral), educators can pay more attention to other aspects of learning. Third, the role of educators is no longer just a "teacher", but also a consultant, adviser or manager of learning.

Teaching English By Using Stories

Learning English can also be done by reading a short story in English. By reading the sentence perkalimat English but are still easy to understand will greatly help your children understand the story of the English language. Implementation steps of learning English with storytelling as follows: a) Prepare media, props and if necessary an educator must memorize the story first. b) Create an atmosphere that is fun, convenient, and makes children curious about the stories we read. c) Before telling a story, make an appointment with a child with the words "Do not anyone asked before she completed the story. If anyone wants to ask postponed yes ". d) Well read stories with passion and as attractive as possible. e) Once finished reading the story ask the child to repeat what we tell you. f) And if anyone asks welcome

5. Opening and Closing Classes in English

By opening and closing with English classes will be more fun and make children more enthusiasm in the learning process. This method can also help children to learn English. E. Material & Variety of Teaching and Learning English For Early Childhood English material accidentally presented to facilitate the participants in practicing in their respective places. In early childhood, the material being taught as follows: 1) Phonic (Recitation) 2) Vocabulary (Vocabulary). 3) The phrase every day. 4) English Song. 5) Music and Movement (Music and Movement) 6) Story Telling. 7) Games, 8) Poe. 9. Etc ...

English is taught material should match the existing theme in the kindergarten curriculum. The themes are taught also need to be developed as attractive as possible so that children easily catch what has been taught by the teacher, the theme of the material in English for early childhood, among others:

1. Yourself (My body / Five Senses)

My body of Five Senses

Head (Head) Eyes (Eye)

Hair (Hair) Nose (Nose)

Cheek (Cheek) Oral (Mouth)

Hand (Hand) Ear (Ear)

Legs (Foot) Skin (Skin)

2. My family (Core Family Members)

My family

Father (Father) grandmother (Grandmother)

Mother (Mother) uncle (Uncle)

Brother (Brother) Bibi (Aunty)

Sister (sister) Cousin (Cousin)

Grandfather (Grandfather)

3. Animals

Carnivora Herbivore Omnivore

Dog (Dog) Ox (Cow) Chicken (Chicken)

Lion (Lion) Goat (Goat) Duck (Duck)

Tiger (Tiger) Rabbit (Rabbit) Rat (Mouse)

Bear (Bear) Deer (Deer)

4. Natural Environment (my garden)

fruit Vegetable

Apples (Apple) Spinach (Spinach)

Oranges (Orange) Carrots (Carrots)

Wine (Grape) Cabbage (Cabbage)

Papaya (Papaya) Beans (Bean)

Banana (Pisang) Potato (Potato)

5. Social Environment (Profession)

Profession

Teacher (Teacher) Machinist (Machinist)

Police (Police) Master (Helmsman)

Doctor (Doctor) Judge (Judge)

Farmer (Farmer) Army (Army)

Fisherman (Fisherman) Pilot (Pilot)

6. Objects Around (Vehicle)

Vehicle

Bicycle (Bicycle) Train (Train)

Motor (Motorcycle) plane (Plane)

Becak (Pedicab) Ship (Ship)

Cars (Car) Trucks (Truck)

Bus (Bus) Helicopters (Helicopter)

7. Culture (The Beautiful)

Worship place

Masjid (Mosque)

Church (Church)

Pura (Temple)

Temple (Shrine)

Vihara (monastery)

8. Objects Universe

Objects Universe

Star (Star)

Moon (Moon)

Sun (Sun)

Planet (Planet)

Meteor (Meteor)

To provide a good education in early childhood must understand their characteristics and determine the needs in accordance with the level of their development. Thus we can provide activities that fit their needs and in an appropriate manner as well. In accordance with the world of early childhood, they learn through play (learning through play) and play is a learning process for them (playing is learning), then we give them activities to be in a way that suits their world is playing. English learning activities for kindergarten are as follows: a) Games and Songs with action. Games and songs that follow body movements. b) Total physical response activity. The activities were followed by physical movement as a whole. c) Tasks that involve; coloring, cutting and sticking. Tasks that involve coloring, cutting and sticking. d) Simple repetitive stories. Simple story repeated. e) Simple question and answer simple question and answer activity

CONCLUSION

Education English as a first foreign language in Indonesia would be ideal to start from an early age, especially before they hit the age of 12 years. Early childhood is children ages 0-8 years of age, especially children at kindergarten. At that age range is the golden period of development of a child's language ability. They've been able to learn any language as native speakers so during this period should be utilized as well as possible. Learning English at an early age children should still hold to the principle of learning through play

and interest in children, so that the learning process can run up as expected without departing from the rules of learning in early childhood and remained true love for the mother tongue.

Variance methods, materials, themes and types of activities in the implementation of English language learning as early childhood learning can be developed according to the needs and the level of achievement in the language development of each child in accordance diversity and culture of the child's residence.

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PRESERVING THE DIMINISHMENT OF INDONESIAN NATIVE CULTURES IN THE GLOBALIZATION ERA THROUGH FORMAL AND NON FORMAL EDUCATIONS

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ABSTRACT

In this globalization era, the advancement of technology affects positively to the development of each country. In the same time, the presence of globalization unwittingly has influenced to diminish Indonesian native cultures. This study used descriptive qualitative method. The finding shows that the originality of Indonesian native cultures remains 15%. Meanwhile, it is still 35% in the middle and small cities. Village areas have the stronger condition which it is still sustained up to 50%. The native cultures should be kept preserving. In short, the Indonesian local cultures are appropriately preserved through informal, formal, and non-formal educations. It is suggested to schools stakeholders and society to keep sustaining the cultures by conducting local arts competitions among schools in across regions.

Key words: *native cultures, globalization, formal and non-formal educations.*

Indonesia is well-known as a country with a pluralistic society. According to Sulalah (2012) it can be observed from the reality of Indonesia condition. An evidence of the pluralism is in Indonesian slogan “*Bhinneka Tunggal Ika*” meaning one in the diversities. Heterogenic society in Indonesia is various in many aspects including politics, social, economics, and cultures.

Indonesia is formed from a variety of tribes, ethnics, cultures, languages, and religions. The diversity let Indonesian become multicultural. Indonesia is a developing country and trying to be more developed and be able to compete with developed countries. The fast pace of globalization affects to the global advancement especially in Indonesia. The modernization brings great influences to any aspects of life in terms of ideology, politics, economics, social cultural, defense, and security.

The cutting edge technology like Information Communication and Technology (ICT) is a major factor supporting the globalization era. It results in the ease of accessing any forms of information globally. Distances across countries seem closer. Therefore, the presence of technology is not inevitable because ignoring technology will only let a country left behind from other countries. The positive and negative impacts of globalization era in term of social cultural are obtained like imitating the cultures, and advance ways of thinking. People worldwide have begun to be keen on hard working life style. The disciplinary of developed countries integrated with their utilization of modern science and technology have supported and

created the ease of fulfilling their necessities of life. Beside the positive impacts, some adverse impacts are also contributed by globalization. One of them is the diminishment of Indonesian local cultures.

While Indonesia is popular for the rich of cultures, people have started to forget them. The local cultures inherited from the ancestors are less attractive for them due to the presence of foreign cultures coming into Indonesia. Types of food, Eating habits, local clothes, typical local house, weapons, local arts, and other cultures are getting forgotten. Beside the cultures, their daily local customs and traditions such as fashion styles and even welcoming guests are changing. The customs of various special events especially in big cities are rarely held in the houses since they think it is impractical and complicated. The shifting to the modern era is getting noticeable in the big cities. As cases in point, marriage and birthday parties are nowadays held in the stars hotels serving western food. The recent custom is deliberated more practical, fast, and luxurious. In the similar condition, the traditional fashion styles wearing *sewek* and *gelung konde* is now changing into modern fashion styles. People think that the modern one is more practical and interesting. Nowadays, the women like to wear white long skirts and the men are keen on wearing suits instead of *blankon*. The entertaining shows are rarely performing traditional dances such as *gambyong*, *bondan*, *lilin*, or *srampang duabelas*. The people prefer to enjoy modern pop music and listen to western songs. Communication by mailing/letters have been abandoned due to ICT development. They are preferring to use telephone, email and social media as a mean of communication (Ruminiati, 2008).

It is necessary to remember, Indonesia was in the great movement of reformation in 1998/1999.

This incident affected to Pancasila values, having role as philosophy of life, a country foundation, and a filter from foreign cultures, has been less significant. The reform movement increased the ease of globalization affecting the local cultures comes into Indonesia. This let the globalization influences the cultures easily since the less significant roles of Pancasila values. The fast pace of globalization with the tremendous reformation can shift Pancasila values, a filter of nation cultures, through the use of internet. Pancasila values served into P4 are implemented on all levels of society. Through this way, foreign cultures would not stay longer in Indonesia due to its inappropriateness to the Indonesian characters. Take disco/club as the example. This western party style may come into Indonesia yet it would not remain longer since it is opposite Pancasila values, also Indonesian characters and native cultures.

Accordingly, the weak filters lead to the shifting of Indonesian local cultures into westerns way of thinking. The way of thinking incidentally opposes the famous Indonesian culture for its Eastern tradition. This results in the emergence of moral crisis facing Indonesian in any levels of society, both political elites and individuals. Beside the problem is a threat to preserve Pancasila values and ancestors' cultures. It is required for us to recognize the formation of Indonesia, extending from Sabang to Merauke and consisting of thousands of islands. Thus, it was a correct decision that precursors of Indonesia formed the country into the united county of the Republic of Indonesia (NKRI).

According to *Statistische Zakboekje voor nederlandsch-in-die* (in Ruminati & Untari, 2011), the percentages of the biggest ethnics in 34 provinces include: Java 47,02%, Sundanese 14,53%, Madurese 7,28%, Mingkabau 3,36%, Bugis 2,59%, Batak 2,04%, Bali 1,88%, Betawi 1,66%, Malay 1,61%, Banjar 1,52%, Aceh 1,41%, Palembang 1,30%, Sasak 1,12%, Dayak 1,10%, Makasar 1,09%, Toraja 1,94%, and others 9,54%. Data from ambassadors of TNI shows that the numbers of islands in Indonesia are 17.504 islands. The named islands are 5.730 and the nameless ones are 11.801 islands. Meanwhile, the width of areas is 1,9 million km² of land areas, 3,1 million km² of the inland seas, 81.000 km of sea shores and 3,0 km² Exclusive Economic Zone (ZEE). They are split into several provinces.

The data shows that it is difficult to keep the unity and sustain the local cultures of Indonesia from the impacts of globalization. As the influences of globalization and

modernization are required to address inclusively and seriously, it is expected that the challenges can be anticipated by strengthening the cultural aspects through informal, formal, non-formal education as well as developing the local wisdoms as an endeavour to preserve Indonesia native cultures. The problem may be tackled faster if the educations are implemented in family, school, and social environments. Furthermore, it is also important to develop and sustain the local wisdoms. It must be highly supported and preserved.

The followings are the detailed description about the roles of informal, formal, and non-formal educations. Information about important points to preserve Indonesian local cultures is also provided:

Informal Education

Starting from education in their family, a child has been introduced to the culture in their neighborhood. Since they are born, they have been raised using local customs and culture. For example the Javanese culture, when a child is born, the parents hold a ceremony to express their gratitude toward their baby born. When the baby is seven months old (*pitonan bayi* in *Javanese culture*), there will be a ceremony for them; it is called "*medak siti*". This ceremony is to let the baby to step on the ground for the first time. In this ceremony, the parents will invite the neighbors and families to give a blessing to the baby, while other regions have different ways to hold this giving-blessing ceremony. Even for a wedding ceremony, each region has different customs to celebrate. Indeed, since the children are young, they have been unconsciously introduced to the local customs and culture where they live. Therefore, the traditional customs and culture grow on their life and it is known as informal education.

Formal Education

Customs and cultures that have been taught to a child in the family can be strengthened in the formal education. It would be better if the curriculum of education not only consists of the eighteen basic characters of Indonesia, but also local customs and culture in each region. Therefore, the Indonesian curriculum of education should include the local customs and culture from the thirty-four provinces in Indonesia. It can be started from primary to secondary schools, even to university level. The curriculum for developing local customs and culture, yet, should be considered in every level of education. For example, in the celebrations of the Indonesian's Independence or the farewell parties, the performing of traditional dances, songs, and any other traditional arts are presented in order to introduce the varieties culture in Indonesia. In Ponorogo, for instance, the traditional culture and arts are integrated as local subject in the curriculum. The traditional culture and arts are not only those come from Ponorogo,

but also those from other region in Indonesia, such as Srimpi dancing from Yogyakarta, "Lilin" dancing from Sumatra, etc. The traditional children games, indeed, should be re-introduced to the nowadays children; they should know kinds of traditional children games. By inserting the local customs and culture into curriculum, these customs and culture can be preserved well. Even in university level, there is art and culture department; a department that learns about traditional culture and arts all over Indonesia. Moreover, formal education plays important role in preserving the local customs, culture, and arts.

In order to preserve the local cultures and arts, it is not only necessarily done in primary and secondary levels, but also among academicians, such as the International Conference on Education and Training held by Faculty of Education, Malang State University in 2016. The conference discussed how to improve the quality of education and training through strengthening networking. As the opening performance, the traditional dancing from Sumatera was presented in front of the participants. It was as one of efforts to preserve the local culture and arts.

Non-Formal Education

The non-formal education is difficult to be cared for compared with the types of educations mentioned before. The rationale is, this kind of education has none to take the responsible directly. For instance, in informal education, parents have the responsible in educating their children at home, so as the teachers. The teachers have the responsibilities to educate the children at schools as part of formal education. On the other hand, in non-formal education, none has the responsibility to care for the process of education, though the chiefs of neighborhood associations (RT and RW) and the community indirectly controlled the educational process. Therefore, the existence of art studio in each region contributes greatly in preserving and developing the traditional culture and art. The tradition of Betawi's people, Lenong Betawi, for instance, will be preserved and developed better by Betawi's people themselves as Ludruk, the traditional drama from Jawa Timur, will be preserved and developed better by Jawa Timur's people themselves. Hence, the non-formal education plays important role in preserving and developing the traditional culture and arts in Indonesia. In order to maximize the role of non-formal education in preserving and developing the traditional culture, it is necessary to non-formal education

to hold art competitions from different regions in Indonesia.

METHODS

This research used qualitative method which the aim was to investigate the condition of the traditional culture in Indonesia. The descriptive qualitative method is used to describe the existence of the traditional culture in Indonesia nowadays. The participants of this research were 20 people; they are Graduate students from P2TK Malang State University (UM) who are from Sabang to Merauke and Undergraduate students from Malinau, Papua, Aceh, NTB, and Jawa. The participants were randomly selected. The data were collected from interviews, questionnaires, and the documentations from kinds of traditional culture in Indonesia. It is also supported by the findings of the previous researches. The data analysis was conducted by describing the result from interviews and documentations of the extinct, on-going extinction, and preserved culture. In qualitative research method, the data analysis also included the result of questionnaires and crosschecked with the result of data analysis from interviews and documentations. The result of crosschecking, then, considered as the findings.

RESULTS AND DISCUSSION

Based on the results of the interviews, it shows that the traditional culture in Indonesia tends to be abandoned by young people. Furthermore, the extinction of the traditional culture in big cities cannot be avoidable. Young people nowadays are more interested to modern culture that they consider it is more interesting and practical. Internet contributes greatly in the process of modernization because of its easiness in accessing. Even so, there are only 15% people who still keep the tradition.

On the other hand, there are 35% people who still keep on the tradition in towns. It is because only some people are able to access the internet; those are the young people. They are able to access the internet since the recent productions of mobile phones also provide some programs that allow the users to access internet easily.

The same finding also happens in the villages. There are 50% people are still keeping the tradition. It is because internet is not easily accessed and only few people are familiar with modern gadgets, such as laptop and mobile phones. Although elementary students in the villages know how to use mobile phone, the most of the older generations still do not know about internet. However, in rural areas, people still use the tradition as their ancestors taught. Therefore, the number of tradition used in villages is higher than the other two areas mentioned earlier.

DISCUSSION

The data analysis obtained from the interviews from the participants coming from Malinau, Ambon, Papua, Kalimantan, Sumatera, Jawa dan Sulawesi can be explained as below:

1.) The first finding is about only 15% people live in cities who still keep the tradition is caused by the internet. People in cities are able to access internet easily; many information and news spread widely. There many culture that they consider more interesting and practical. As the consequence, this more interesting and practical culture can shift the traditional culture that they consider old-fashioned (Rumiyati, 2011). Globalization also plays important role in the process of shifting the culture. The number of 15% is contributed by people who are from villages or suburbs who work in cities as merchants and labors. These people tend to use the tradition from their hometown (Mubah, 2011). On the other hand, people who live in the town center tend to abandon the local traditions, because their work is always related with technology which they consider more practical. For example, how people change the tradition in wedding party. In the old-days, a wedding party was held in the house. The family and neighbors were involved in the preparation; such as cooking the dish and building the tent. Nowadays, people tend to hold the wedding party by renting a town hall, hotel, etc, because of their practical reasons. The other example is the use of Indonesian language as daily conversation rather than local dialects. However, the use of Indonesian language nowadays mixed with foreign languages results in the emergence of new words like “dicancel”, and so on. It is in the same way as houses imitating typical houses in Spain or France, while a native style like typical Joglo houses have been abandoned and it is no more found in urban areas. In term of arts, it can be noticed that people are more interested in dynamic Korean dances than their local dances such as Serimpi dance. They have commenced to forget their traditional weapons as Keris, and be fascinated more in guns just like what Sumardjan envisaged about it (1964).

Wilhelm (in Mubah, 2011) points out that cultural diminishment have occurred since the development of Information and Technology (IT) era introducing satellite as well as Science and Technological advancement. Since then, there has been infinite distribution of information. In accordance with the presence of foreign influences; Saidi cited in Mubah (2011) contends that the process of homogenization

have been held since liberalization era in Soeharto presidency; foreign cultures have begun to come into Indonesia.

The condition results in the emergence of problems, one of which is degeneration of native cultural values of Indonesia such as the use of language styles, fashion styles, diet, IT, and other trends of lifestyles. In the same condition, patriarchal cultures get going to be shifted as well, which it results in the possible opportunities got by females to own public properties used to possess by males (Ruminiati, 2010). The globalization era is also considered to have profound influences on the social life indicated by the development of internet networking, institutional pace, and international participation. Hence, it is not a surprise if the native culture has been abandoned by urban people. This remains 15% of possibility to remember the originality as the utilization of Science and Technology by city inhabitants.

2.) Meanwhile, the finding shows that in the middle or small cities, the native cultures in the areas are still sustained strongly accounting for approximately 35%. It is reasonable as the tendency of heterogenic inhabitants in middle/small cities consisting of native people and newcomers. Accordingly, it is not all people are influences by globalization flow. Some people are still not familiar with internet, meaning that there are still quite lots staying with their native cultures. It is also not few who keep their belief, that it is sinful to let the daughters get married and make her abandon the local customs. This is understandable since the customs such as *siraman*, *panggeh manten dengan kembang mayang*, *kucar-kucor* in Java custom, have their own meanings. This is the reasons why the people may feel guilty or sinful to abandon their customs and traditions. This is admittedly need time to get the indigenous cultures back considering Indonesia consists of thousands of islands. Ruminiati and Untari (2014) state that modernization as internet may not be enjoyed by the whole nation, particularly by remote areas inhabitants, in the country. This is acceptable since Indonesia has 34 provinces spreading in 17.504 islands although some are still deserted.

In the middle cities, even not all people understand about the term of globalization. Robert Keohane (2000) explains the process of contemporariness from globalism defined as globalization. In addition, interdependence of globalization is another part of globalism. It is also about spreading ideas, meanings, and values worldwide using particular methods to make social relationships. Therefore, it is necessary to expand the relationships. Dietary style on some urban people are having tendency on; especially youngsters; consuming fast food such as Pizza, spaghetti, hamburger, fried chicken and instant

noodle that they can get easily in restaurants and they think more interesting. The elderly group in big cities also has similar preference to the young generation. People in big cities have started to forget their local food such as getuk, sayur lodeh, or sayur bobor. It is because the food offers them practical reason (Dahlani, 2015).

Indonesian local food like *pecel*, *soto*, *rawon*, *empek-empek*, *gudeg*, *timphan* (Aceh), and *dendeng kerap* have slowly abandoned by the people due to less attractive. The food is preferable consumed by low level communities. In fact, Indonesian women are well experienced to cook traditional food preserved from ancient period (Ruminiati, 2008). People consider that globalization has supported the presence of pace, efficiency, effectiveness centering to the practicality in doing works.

Houses styles imitate typical houses in Spain and Paris, and typical local houses like have not been found in big cities. Urban inhabitants are more interested in typical properties providing them with houses type 21,36,45,54,70 and so on. The recent people have mentioned the various types of houses instead of Joglo houses. In term of Arts, people are more attracted in dynamical Korean dances instead of local arts like Serimpi dance. Indonesian native weapon has been also forgotten since people are in favor of using revolver as the weapon. In the outskirt areas, traditional songs are still sustainably listened. Meanwhile, young people in big cities prefer listening to rock music originating from foreign countries. This condition also happens in the use of musical instruments which drums is preferable than tambours and flutes. The utilization of communication tools by letters is altered by IT advancement such as telephone, email, and media social (Sulalah, 2011).

3.) Meanwhile, the finding found that native cultures in countryside are still higher accounting for 50%. It is not surprising since villagers are not all familiar with modernization. Robert (2000) points out that *globalism* enhancing from globalization includes social and cultures. Globalization affects to behavioral awareness of each people and the attitudes toward lifestyle tradition, politic, and identity. In the prior era of globalization, it is deliberated as thin globalization, which the influences were low on the villagers, according to Ruminiati (2005), are still surviving. The culture of early marriage is also still kept alive in the area, different from the condition in big cities which the culture has been fading away (Keohane,2000).

According to Wilhelm (in Mubah, 2011), Indonesia as a developing country does not have potency of high competitiveness. This results in the inequality of bargaining position with developed countries. As a consequence, Indonesia will face serious threats of globalization to the cultures. This is different from people of remote areas who still preserve their local cultures. Therefore, it is essential for next researchers to look into further about native cultures in rural areas with expectations that there will be informants to be interviewed, Fajarini (2014).

CONCLUSION

First, thanks to the fast pace of globalization, Indonesian native cultures have been more eroded. The evidences are from the result of research conducted by Ruminiati (2015) supported by previous research showing that the originality of Indonesian local cultures in each region has been faded away due to modernization. The globalism itself is networks of countries worldwide connected interdependently in multi-continental distances. The positive impacts of globalization in the social cultural areas from developed countries are the good ways of thinking such as hard working, discipline, and the use of IT in the daily life. These can be useful to improve the national progress. Thus, the native cultures in urban cultures will have been abandoned due to the influence of IT development. This also results in the people who are more attracted in the western lifestyle instead of their own cultures.

Second, the local cultures are still more preserved in the middle and small cities than in the big cities, it is evidently found in the finding that the condition stays up to 35%. This is caused by the unfamiliarity and disinterest of internet by some people in the remote areas. There are still quite lots of elder generation preserving the local cultures. This is because the some people of middle/small cities are not well-informed yet about globalization, so they are not yet influenced by IT advancement (Keohane, Robert O, and Joseph S. Nye Jr., 2000).

Third, in the same condition, Villagers tend to preserve the Indonesian local cultures. It was found in a research that the originality of Indonesian local cultures is still sustained to about 50%. This is based on the fact that most villagers are unfamiliar with globalization, internet, and IT. Despite of knowing about mobile phones, the elder generation is illiterate to operate it. The culture of early marriage is still preserved in the countries and rural areas yet it has been not a tradition in big cities. A similar argument is contended by Ruminiati (2008) that the result of interview conducted with SM3T students stated that early marriages are still occurred in many outskirt and remote areas. In

addition, the villagers prefer to wear refined fashion style as their Eastern culture like *kebaya*.

However, most city people have preferred to wear Western fashion style especially France as the fashion center. The Western fashion style has tendency to be exposed and out of the Eastern cultures which is inappropriate with Indonesian cultures. For instance, they are preferable to wear suits instead of batik in formal occasions. For that reason, a tradition of early marriage is still happened in urban areas in spite of a few due to the effect of globalization, with percentage of 15% comparing to the number of legal marriages in Indonesia.

SUGGESTION

In accordance with the abovementioned conclusion, it is suggested for the whole nation of Indonesia that it is not right to ignore IT developments, however, it is also expected for them to also preserve the native cultures. It would be better to integrate both yet emphasis more in the local cultures. In order to prevent the diminishment of cultures, it is suggested to preserve and sustain the cultures trough both informal, non-formal, and formal education. Additionally, having enhancement in local wisdom is also a recommendation to allow it competing with foreign cultures.

It is a suitable way to try building youths' characters early in a local-wisdom-based through education. Schools are formal institutions as a basic place for education. Considering it is also a part of national educational systems having significant role to develop human resources the existence of formal education is expected to create a good-quality of human resources. A small case in point to be implemented in schools is like conducting students' activities emphasizing on the recognition of local cultures which the materials and media are related to social and cultural environment as well as needs of developments in the local areas (Sulalah, 2011).

The implantation of cultural and character values can be also conducted through non-formal education in the forms of establishing cultural arts studios in the villages. Despite of promoting it as an entertainment, this is also as a way to provide places for youngsters improving their talents. It is also necessary to improve the young people knowledge and their love to their local cultures. Traditional games which are on the edge of extinction should be more exposed. Take *gassing* as the example, this game is required to preserve considering it has lots benefits, contains cultural values, has

ability to be a regional symbol or mascot, be able to be a branch of sports measured with scores and achievement, and has arts values.

In the form of informal education, the implantation of character values can be implemented by the togetherness with the family. Considering the role of family particularly parents as the children model, they can give examples of cultural and character values to their children.

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SCHOOL ORGANIZATIONAL CULTURE AND HOW IT RELATES WITH LEADERSHIP EFFECTIVENESS

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ABSTRACT

Organizational culture has become a growing concern for many researchers because it potentially influences school effectiveness. Many research studies relate a particular organisational culture to management effectiveness. It is predicted to influencing most organizations as well as a school working atmosphere. However, until recently researchers have difficulties in measuring and comparing effects of particular school organizational cultures on management effectiveness. To fill this gap this article introduces the types of school organizational cultures, their relationship with leadership effectiveness, and how leaders diagnose and manage these in improving organization effectiveness.

Keywords: *organizational culture, school organization, leader, principal*

Organizational culture is an elusive construct that has attracted the attention of many researchers in management studies. It has become a growing concern among organizations for it potentially affects the effectiveness of their staff performance (Cameron & Quinn, 2006; Ferreira & Hill, 2008; Lewis, 2000; Key, 2000). The reasons are that the culture as one of the situational variable could become the main constraints for an organization in obtaining a higher contribution from its members (Zu, Devos, & Li, 2011). It not only decreases the quality of management, but also leads to inefficiency in operating organizations as well as school organizations.

Viewing it as one of the many situational factors, organizational culture have been recognized as critical issues, and central to management organizational studies (Burhanuddin, 2013; Cameron & Quinn, 2006; Sashkin & Sashkin, 2003; Ferreira & Hill, 2008). However, research that focus on these factors have not been given a high priority. Specifically, not many studies relate it with school environment.

Sashkin (1984) cited cultural or organisational climate as one of the organisational factors that could determine the success or failure of management techniques, such as the participative or leadership approached in an organization. Many studies relate the dependency of management effectiveness on the particular organisational culture in which it operates (Bass, 1997) as well as the school organizational systems. The

specific norms, values, and expectations of the workplace culture underpin both leadership behaviour and followers' performance (Hofstede, 1980; Robbins, Bergman, Stagg, & Coulter, 2006). Research results have shown these components to be antecedents to preferred leader behaviours in organizations (Dorfman & House, 2004), as well as influencing the way the leadership processes conducted (Wallach, 1983), and its effects, as perceived by followers (Ferreira & Hill, 2008).

However, it worth noting that the discussions in this article do not include the broad elements of cultures. This topic is not aimed to introduce the whole national culture of Indonesia, rather it limits the focus on the culture that are potentially establish within the school organizational environment, and how school leaders diagnose, and influence the embedded school organizational cultures. The essence of the discussions is to explore the organizational cultures, and introduce strategies how a school leader behave in responding the existing culture in order to improve the soundness of management practices carried out within the school organizations.

How the organizational culture defined?

Hofstede (1980) defined culture in terms of the collective mental programming of people in particular environment. It may emerge in a tribal group, a geographical region, a national minority, or a nation. People within these groups such as organizations share values which become crystallised in institutions such as the family, educational structures, religious organisations, government, and associations. These reflect

common beliefs that derive from the common culture. It is acknowledged in many cross-cultural studies that differing national cultures potentially influence how leaders behave towards and are perceived by their followers (Lok & Crawford, 2004).

Although organisations are influenced by the values embedded the wider society in which they are set, the focus of culture in this article are the specific forms of culture which may characterise school organizations as structured units. Robbins et al. (2006) defines organisational culture as a shared meaning system and beliefs held by organisational members that affect to a large degree, how they act. In this way, organisational culture can influence the way people think, make decisions, feel and act, and perceive management behaviours (Lok & Crawford, 2004). Applying such conceptions at a school organization, a particular culture embedded in the school organization could influence the way how teachers, principals, and the whole staff work in their work place.

Further, organisational culture is defined as the sharing of beliefs, expectations, values, norms, and routines that influences the way people work and relate to each other in attaining organisational goals (Champoux, 2003; Gibson, et al., 2006; Jones & George, 2006; Lok & Crawford, 2004). It initially consists of the values and norms brought in from the community environment (Jones & George, 2006). In addition the culture consolidates members' assumptions and goals (Russell, 2002). These are maintained and adapted among organisational members, as they develop particular working culture within the organisation. These values and norms determine how things work within the organisational structure, and influence work performance of employees. The managers then need to be able to maintain or change particular work cultures so that they contribute to the success of an organisation (Wallach, 1983).

School as an organization has certain cultural dimensions. These are manifested in the four levels including artefact, perspectives, values, and assumptions (Burhanuddin & Sunami, 2016; Sergiovanni, 1991).

1. Artefacts

Such a dimension is the first level of organizational culture which is tangible because they can be observed and responded using the senses. Included in this classification is the one which is mentioned, the way individuals work,

and the way how people behave. In practice, organizational culture is manifested into verbal forms such as language, stories told to individuals, and examples of the events in explaining the important thing. The other form is behavioural that covers particular types of culture such as ceremonies or ritual, and other symbols

2. Perspectives

At the second level, someone will find perspectives in terms of rules, norms, and the generality of every solutions in solving a problem. How people define a condition, limitations of behaviour, organizational objectives – all are categorized as the manifestation of culture at this level.

3. Values

Values are artefact form of a culture at the third level. This group has a function to determining essential and non-essential point. They are as the base of individuals to assess/translate a condition, value the actions, setting the priority, and evaluate people to working cooperatively. Such dimensions can be found in the forms of written statements as agreement products of the members. One of example is the platform formulation of educational management, philosophy, and school mission.

4. Assumptions

The assumptions are at the fourth level. Usually these include such as the beliefs on themselves or on others. Besides that, they relate with the beliefs on how people behave and relate to each other, and about the essence of the school organization itself. Although the assumptions are implicit, but their presence are very crucial to the systems or the explicit things.

The types of culture characterizing a school organization

Organisational cultures can be classified in different regions, societies, and ethnic or religious groups. But for a specific purpose, there are several types of organisational cultures that have been identified by different researchers. These were described in general terms as corporate culture (Chiang & Birtch, 2007) or, the one specifically as to bureaucratic, innovative, supportive type of culture (Lok & Crawford, 2004; Wallach, 1983). Each of these organisational cultures has a different set of norms, values and expectations in the context of the workplace. However, according to Wallach (1983), the three types of organisational cultures

are not mutually exclusive. Organisations do not fit a particular categorical mould to perfection. Rather, to varying degrees, the flavour of an organisation is be a combination of all three categories (Wallach, 1983). The effectiveness of participative management system is contingent on this organisational cultural context (Avolio & Gardner, 2005; Yukl, 2010) as well as the school organizations. Leaders or managers, thus, must comprehend this phenomenon and know how to make use of it to ensure their leadership engages employees effectively (Yukl, 2010). Others introduced it in the forms of clan, adhocracy, hierarchy and market oriented cultures (Ferreira & Hill, 2008; Quinn, 1989). Such cultures significantly affect the outcomes of a particular management style that is applied by managers including school leaders. These sorts of cultures are introduced in this article because they were considered more suitable for the organisational environments of Indonesian school system. For the purpose of the discussions study, these types of culture need to be described briefly by adopting the classification of some researchers in the following section.

The description of the school organizational culture

School organization is proposed and developed by most experts and researchers in educational leadership area. They initially developed this system referring to the public management or organization theories. That is why the types of the culture that may influence the school system are almost similar to most organizations. Such cultures thus, can be described as applied in other enterprises.

Bureaucratic culture is an organisational culture that puts more priority on a hierarchical structure. There is a clear line of power and responsibilities, and jobs usually are handled in order and in systematic ways. Such organisations prefer power and control, to be stable, solid and on-going. This type is most suitable for large organisations that promote efficiency, customer satisfaction, and regular operations. However, it is also acknowledged that the organisation that tends to be dominant in this bureaucratic culture is less able to attract and retain people who have special talents, creative and with high morale. In other words, such an organisation tends to be static.

Innovative culture is characterised by the presence of an attractive atmosphere and is dynamic. It is able to stimulate positive behaviour, entrepreneurialism and high

ambitions of organisational members. They are encouraged to work with great creativity, accustomed to facing challenges and taking risks at work. Nevertheless, creating such an atmosphere is not a simple thing. Employees' characteristics, especially psychological aspects, mostly determine the success of leaders in creating a favourable working atmosphere. Thus, employees who are under stress or dealing with difficult jobs in an innovative culture, for example, would be affected in their psychological state, which would decrease their work performance. Leaders, then, need to understand such a situation, make arrangements and changes, if they are necessary, to ensure that the situation will create a favourable climate for employees at work.

Supportive culture in workplaces has been called a "fuzzy" phenomenon (Wallach, 1983, p. 33). Such organisations are usually characterised as a harmonious working environment, open and with people who are more familiar with each other. There is a close relationship, mutual trust, and a sense of safety experienced by all members. Employees are also encouraging of each other, and work in collaboration.

School organization that is a clan type described as a family. This culture type emphasizes organization as a teamwork, member participation, empowerment, cohesiveness, and corporate commitment to subordinates. Such conditions are sustained through promoting individual commitment and traditions. Within this context, leaders have roles more as mentor figure and the parent. Their responsibilities are to empower people, facilitate individuals to involve or work cooperatively in any organizational activities, being committed, and loyal.

Adhocracy culture characterises a school organization as a dynamic organization, creative, and entrepreneurial. Such an organization is required to deal with the unpredictable situation or unstable. The main values include flexibility, adaptability, risk taking, experimentation, and initiative. Leaders of this type of organization have a clear vision. Leadership models that are compatible with this context are the ones that concern more on human empowerment or participation (Burhanuddin & Sunami, 2016; Yukl, 2010)

Market organizational culture has an orientation more on the competitiveness and objectives that should be achieved. The focus of works is productivity, challenge, benefits, market allocation, winning the market and penetration. Successful leaders within this sort of culture are the persons who are able to compete in dealing with the challenging competitors, have strong work motivation, and hard workers

(Burhanuddin & Sunarni, 2016; Cameron & Quinn, 20016).

The relationship between organizational culture and leadership effectiveness

Many researchers and authors perceived that organizational culture is established by people or environment – it is able to create a sense of an organizational identity for most enterprises (Kwantes Boglarsky, 2007). Many researchers have found that organizational culture affects the creation of a working atmosphere where employees can experience stability and feeling of security over their jobs (Lincoln, 2010; Lok & Crawford, 2004; Key, 2000). Where organizations have successfully retained their quality employees, it is because they feel safe, and find stability as employees in the organization (Gibson, *et al.*, 2006). However, Gibson *et. al.* acknowledged that until recently researchers had difficulties in measuring how this element influenced the effectiveness of an organization, and comparing the forms of culture that particularly determine the effectiveness of management approaches applied by leaders in the work places .

International research studies conducted by Kwantes and Boglarsky (2007) indicate that there was a significant relationship between organizational cultures and management performance. Specifically the culture that concerns more on the empowerment of human resource capacity in achieving intrinsic satisfaction on the jobs or work performance – is found to be related strongly with leadership effectiveness. How this relationship work is illustrated in the following figure.

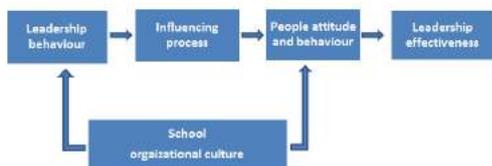


Figure 1. Relationship between organizational culture and the variables of leadership effectiveness

School leaders, then need to consider the organizational culture as a situational element that influences the way how they manage people, and people responses to contributing to the achievement of school objectives.

Strategies to diagnose and influence the existing organizational cultures

Organization culture is a complex phenomenon and elusive in nature. To understand cultures mean that we try to learn about the differing formal and informal rule. People need to know the way of individuals behave and work to obtain certain objectives. To be successful and survive in an organization, a person must be familiar with and evaluate the existing culture. He or she has to comprehend hidden agenda of this organizational element and the traditions or values embedded in the organizational system (Bush & Middlwood, 2005; Champoux, 2003; Wallach, 1983). Diagnostic approach is a systematic evaluation process to organizational cultures. Leaders and managers can carry out this process through two perspectives. First, they work as outsider who asses a job that is offered in the organization. Second, as an internal person after being recruited for a position.

Wallach (1983, p. 32) argues that “there is no good or bad cultures, per se”. The effectiveness of particular culture depends on the extent of existing cultural appropriateness or suitability to the needs of organisations and employees. In certain cases for example, a participative or democratic style in managing school organisational members may be not effective within a highly interdependent structure or highly bureaucratic climate, where the principals and teachers may reluctantly sit together to accomplish school objectives. Furthermore, where the school leaders are not supportive, their leadership behaviour is not accepted voluntarily by teacher or other school staff members. On the other hand, when the principals for example build a supportive organisational culture characterised by flexibility, equal opportunity to learn (Yukl, 2010), open access to information, resources, and support (Avolio & Gardner, 2005), the effectiveness of participative leadership is more effective. This in turn enables such school leaders and their school staff members to work more productive.

The expectations, values, and attitudes of an organisation’s culture affect all individuals, groups within it, as well as all the implementation processes of a school organisation. Some organisational members for example are automatically being encouraged to become good citizens because of being affected by an existing organisational environment. Thus, if executives expect this culture, and consider it advantageous for organisational performance, subordinates then need to be facilitated to adopt such behaviour. On the other hand, if the organisation designs a quality customer service

as a permanent procedure, then the behaviour of subordinates who demonstrate this quality of service needs to gain recognition and rewards.

Bartol et al. (2002) proposed several steps that leaders and the followers can implement in managing the organizational culture. These include: (1) explore the values and norms that operate within at the school system; (2) discuss guidelines as the direction for people to behave in obtaining school goals; (3) formulate the norms that are regarded as providing positive values for the organizational effectiveness; (4) identify the gaps between the norms and the positive things which are perceived as important to fostering effective school environment; (5) close the gaps through establishing agreements on the new values or norms, and design the way to encourage members to follow the rules. This could be applied by using a reward system for any performance demonstrated by the whole staff.

Conclusion

The discussions of this article proportionally identified sorts of school organizational cultures that people may experience in a school system. These include bureaucratic, innovative, supportive, clan, and adhocracy. Many studies and literature highlighted the connections between these forms of culture and the effectiveness of management. They influence the creation of a working atmosphere where people as well as school teachers have certain psychological conditions over their jobs. However, not many author and researchers have not given a high concern on this area. In particular, not many studies relate the cultures with school effectiveness.

Principals as school leaders have to diagnose and identify what types of culture which influence their school. They must be able to manage and develop the cultures that support the school provisions, and ensure the effectiveness of school leadership. School leaders have to ensure that the developed cultures appropriately provide a well-being environment where school community including teachers, students, and administrative staff or the crews are inclined to work effectively.

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COOPERATIVE SCRIPT STRATEGY IN SOCIAL LEARNING AT HIGH GRADE OF PRIMARY SCHOOL (A Study of Social Learning Character Applicative Cooperation and Respect Opinion)

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ABSTRACT

In addition to the learning activities to develop knowledge and skills, attitude or character becomes a very important thing to be cultivated. Many students are being individualistic, interaction with friends in the expression and collaboration is an activity that is rarely done in the classroom. Cooperative strategy as one of the teaching strategies, effectively improve student learning outcomes as well as forming the character of co-operation and respect the opinion of each students that can be integrated with social studies in elementary school.

Keywords: *characters, cooperative script strategy, Social learning of primary school*

National education serves to develop and form the character and civilization of dignity in the context of educating the nation (Republic Act number 20 of 2003 on National Education System). To develop and form the character and civilization of dignity, education serves to develop all the potential learners "become religious and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible" (Law Decree number 20 of 2003 on National Education System). Education is an effort to develop the cognitive, affective, and psychomotor. Expectations are growing cognitive and intellectual development of intelligence and academic ability, affective lead to the formation of personality traits, and psychomotor sphere will lead to vocational skills and behavior.

Education should provide the 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 learned not only in the form of achievement but also attitude. In terms of this aspect is the main focus of primary school learning activities based on national education goals is the formation of character. In study activities, in addition to developing knowledge and skills, attitudes becomes a very important thing to be cultivated. Many students are being individualists, as indeed in everyday students often spend time learning individually. Interaction

with friends in the expression and collaboration is an activity that is rarely done in the classroom.

Learning (as the realization of the provision of education) oriented teaching materials, become less meaningful for their lives and the lives of the learners. Learning that promotes mastery of teaching materials as long as this occurs, tends to ignore the moral values and character development of students. Learning that ignores the development of character has lost the spirit and essence as a real educational process, there is a process for the intellectual life of the nation for people to become more dignified nation. So also learning Social learning has lost his soul as an educational process that can contribute to the nation's character education to form good citizens, citizens who have the wisdom and social skills, as well as citizens who are aware of their identity as a nation. To shape the character of students who recognize the importance of cooperation and respect of opinion, of course, requires an instrument of education as teachers who are competent, adequate learning resources, and the most important is the act of learning in the form of strategies, methods, or learning strategies appropriate for group activities.

Referring to the National Education System Chapter III of the education provision, Article 4, paragraph 4 reads, "Education held by giving exemplary, build the will, and develop the creativity of learners in the learning process" continued with article 4, paragraph 5, which reads, "Education

organized by developing culture of reading, writing, and numeracy for all members of society. "From this article when viewed from the perspective of Social Sciences means that learners in learning activities in schools, it should get the guidance facility in reading, writing, and arithmetic. In this case the function and role of the teacher has to provide exemplary, willingness to build, and develop the creativity of learners in the learning process through teaching skills and choosing appropriate teaching strategies. It is intended for the creation of good quality learning, so that strategies in pursuit of elementary social studies is essential to master teachers.

Elementary social studies is one of the subjects in elementary school from grade 1 to grade 6. Many ways or teaching strategies used by teachers in teaching social studies course to improve student learning outcomes especially in the development of student character. But not all of the strategies implemented successfully shape the character of cooperation and respect opinions. therefore, requires the strategy for improvement and enhancement study activities. One of them is the strategy of cooperative learning-cooperative script.

Associated with cooperative learning, Trianto (2007: 41) states that the cooperative learning arises from the concept that students will more easily find and understand difficult concepts if they were in discussions with his friend. Cooperative learning has special characteristics that peer group or age group. Trianto (2007: 41) argues that the social nature and the use of peer group becomes the main aspect in cooperative learning.

In the cooperative classroom, students learn together small groups of equal but heterogeneous, ability, gender, and each other should help. The advantages of cooperative learning rather than individually is supported also by the opinion Wenger (in Huda. 2013: 49) that "interaction with others can help individuals through the process of learning is more positive than when he was just doing his own".

So it can be concluded that cooperative learning through cooperative strategies script is a strategy that has special characteristics compared strategy in other study, because of the role paired with peer groups that are considered effective in learning.

Many of the elementary teachers have not even recognize this strategy as one of the effective teaching strategies that improve student learning outcomes and establish solid cooperation each students character and character values the opinions each students in expressing their thoughts and opinions.

Strategies in Character Education

Character Education Strategy that will be discussed is the strategy of Character Education through the Multiple Talent approach (Multiple Intelligent) .Strategy of Character Education has the objective is to develop the full potential of the students who will build a manifestation of the development potential of Self Concept that support mental health.

This concept provides the opportunity for students to develop the talents of gold according to the needs and interests they have. There are many ways to be smart, and in this way are usually marked with the school's academic performance is obtained and the students take the test is for example through word intelligence . speaks, numbers, music, image, physical activity or motor ability or through social-emotional way.

According to Gardner (1999), the human being has at least 9 intellectual . intellectual of peoples, this time not only be measured by the intelligence to master mathematics or use language .There are many other intelligence that can be identified within people . While according to Howard Gardner (1999) explain the multiple intelligences 9, if properly understood, would make all parents looked at the potential of children is more positive . More again, the parents (teachers) may prepare a pleasant environment and deceptive in school. Concept of Multiple Intelligence to teach children that they can learn whatever they want to know. For parent or teacher, what is needed is creativity and sensitivity to hone that children. Teacher or parent should also be open-minded, out of the traditional paradigm.

Intelligence is not something that is fixed. Intellectual like a set of skills that can be grown and developed . Intellectual is the ability to solve problems, the ability to create new problems to be solved, the ability to create something of value in a culture society . With introduction of Multiple Intelligence, we can learn the strengths or weaknesses of children and can give them the opportunity to learn through their strengths, the aim is for children to have the opportunity to explore the world

The development of Culture and National Character Education, Culture and Character Education Understanding Nations Law of the Republic of Indonesia Number 20 Year 2003 on National Education System (Education Law) formulating the function and purpose of national education should be used in developing education efforts in Indonesia . In section 3 Education Law said, "National Education Serves develop and form the character and civilization that are useful in the

context of the intellectual life of the nation, aimed at the development potential of pesetas students to become faith and piety to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible "The purpose of National Education is a formulation of the quality of Indonesian human being that must be developed by each education unit. Therefore, the formulation of the goals of National Education is the basis of education in the development of culture and national character. To gain insights into the meaning of culture and national character education needs is proposed definition of the term culture, national character, and education .The purpose of Character Education are as follows, Developing learners' affective potential as a human being and a citizen who has the cultural values and character nation, Developing Habits and behaviors of learners are commendable and in line with universal values and cultural traditions and national character, Instilling a spirit of leadership and responsibility of learners as the next generation, develop the ability learners human being independent, creative, insightful nationality Developing school life and the environment as a learning environment that is safe, honest, full of creativity and friendship, and with a high sense of nationality and full strength. Values Education Culture and National Character is the values that are developed in the education culture and national character and identified sources of religion, because of Indonesian society is religious society, the lives of individuals, communities, and nations are always based on religious teachings and beliefs .In a political, national life is based on the value derived from the second source religion. And in Pancasila: State unitary Republic of Indonesia is established on the principles of nationhood and statehood called Pancasila. Pancasila contained in the Preamble of the 1945 Constitution and elaborated Furthermore in the articles contained in the Constitution 1945.Artinya, the values contained in Pancasila became the values that govern political life, law, economics, society, culture and the arts.

Culture and national character education aims to prepare students to be a better citizen, the citizen who has the ability, willingness, and implement Pancasila values in life as citizens Negara. Culture as a truth that no human social life that not realized by the cultural values recognized. Value of community cultural values which will serve as the basis for giving meaning to the concept and meaning in society . Position of communication among cultures so important in education culture and national character.

Cooperative Learning is one of the constructivist theory of learning. Bern and Erickson (in Komalasari, 2010: 62) revealed that cooperative learning is learning by using a small study groups in which students work together to achieve the learning objectives. Cooperative learning is a teaching strategy in which students work collaboratively in small groups whose members consist of two to five peoples with heterogeneous group structure. By working collaboratively, students will develop skills relate or interact with fellow humans that would be very useful for life outside of school.

Cooperative learning has special characteristics that peer group or age group. Trianto (2007: 41) argues that the social nature and the use of peer group becomes the main aspect in cooperative learning. In the cooperative classroom, students learn together small groups of equal but heterogeneous, ability, gender, and each other should help. The advantages of cooperative learning rather than individually is supported also by the opinion Wenger (in Huda. 2013: 49) that "interaction with others can help individuals through the process of learning is more positive than when he was just doing his own". From this statement, it can be explained that a thought, an idea, and understanding will always evolve within the individual, but it can not be separated from the influence of others or the surrounding community. Through interaction, an individual may develop a broader knowledge.

Wenger (Huda. 2013: 49) explains that the individual is the center point, and as a person in the world, he was a member of a certain socio-cultural community which also marks the learning process in it. Learning happens in a practical and specific social environment not automatically be transferred and applied in different contexts. There is the knowledge and skills that should be tailored to the types of specific practices, because of the setting and the interaction of a good group of teachers can improve learning if there is a harmonious collaboration within a group. Can ultimately improve the understanding of the members of a material that diajarkan. In a cooperative activity, the teacher should be able to design a group setting such as classroom interaction, setting the group members, and the type of material in order to create the effectiveness of the cooperation. The basic components of this type of cooperative learning is the verbal interaction in each group including peer group. In addition, students must also have a sense of community in the group. Roles in each group should not be shared at the beginning of the lesson,

but better specified by sharing or agreement of the group itself. It is intended to reward the contribution of group members in the group so that the group learning can be done well.

Cooperative learning also has three important goals that the results of academic learning, acceptance of diversity, and the development of social skills Ibrahim (Trianto, 2007: 44). Experts have shown that cooperative learning can improve student performance in academic tasks, excel in helping students understand difficult concepts, and help students cultivate critical thinking skills. In one of the cooperative learning strategy is cooperative strategies script (script cooperative).

Cooperative Script Strategies

Cooperative learning strategies script is initiated by Dansserau CS in 1985. Komalasari (2010: 63) argues that "a script is a cooperative learning strategy in which students work in pairs, and verbally alternately summarize portions of the material being studied". This opinion is in line with Lambiotte in Huda (2013: 213) the Cooperative Script is a learning strategy in which students work in pairs and take turns orally in sections summarize the material being studied. This strategy is intended to help students think systematically and concentrate on the subject matter. Students are also trained to cooperate with each other in a fun atmosphere. Cooperative Script also allows students to find the main ideas of the great ideas submitted by teachers'

This strategy is intended to help students think systematically and concentrate on the subject matter. Students are also trained to cooperate with each other in a fun atmosphere. Cooperative Script also allows students to find the main ideas of the great ideas submitted by teachers' cooperative strategy also implies script as a peer tutor in which the learning process is based on active learning. Some experts believe that the lesson really mastered only when the learner is able to teach other students. Teach peers provide opportunities and encourage students to learn something well, and at the same time he became a resource for others (Sarjuli, 2001: 157). In addition, the cooperative script is one of the strategies in collaborative learning that is constructivist, practice self-sufficiency, build self confidence of students, improve the attitudes of cooperation, respect, and certainly in terms of knowledge students can remember the main ideas that have been summarized so that in addition to understanding the material, students also memorized the basic idea of the material being studied.

Huda (2013: 213) describes the step-by-step implementation of the strategy cooperative learning script that teachers divide the students into groups of pairs, the teacher divides the discourse or materials to read and be summarized, teachers and students determine who was the first like as a speaker and who like a role listener, the speaker read out the summary as complete as possible by incorporating the main ideas in the summary. During the process of reading the other students have to listen or show the main ideas incomplete and help remember and memorize the key ideas by connecting it with the previous material or with other materials, student exchange roles, originally as a speaker exchanged into the audience and vice versa , teachers and students re-enact events materials as above with a different but still related, teachers and students together make inferences subject matter, and cover.

According to Huda (2013: 214) Strategy cooperative learning script has several advantages which are: to foster new ideas or new ideas, the power of learning critical, and developed soul courage in delivering the new things that are believed correct, teach students to believe in teachers and more faith in his own ability to think, seek information from other sources, and learn from other students, encouraging students to help solve problems with expressing ideas verbally and comparing the ideas of students to the idea of another student, helping students learn to respect students who are smart and students are less intelligent and accept differences, motivate students who are less intelligent to be able to express his thoughts, facilitate student discussion and social interaction, improve the ability to think creatively

In the implementation of character education can not be done instantly, but it should be done gradually and use strategies appropriate to the conditions. Strategy implementation of character education at the education unit is a unit of program management school based quality improvement are implemented in the development, implementation and evaluation of curriculum by the educational unit. According to the Ministry of National Education (2011: 14), the strategy of implementation of character education in the education unit can through the integration of subjects. There is a charge for each subject character values that need to be developed, explicit, associated with the context of everyday life. Thus, learning the values of character not only on the cognitive level, but touched on the internalization and practice in real life daily learners in the community. Through social studies students can be

directed to become a citizen of Indonesia that character. Therefore all learning activities undertaken by teachers should not only to develop the knowledge and skills of students but also can shape the attitudes or character as the character values inherent in these subjects.

Student Results in Social Learning

Social Sciences (social learning) primary school is one of the subjects given in elementary education / MI, at this level of social studies material contains Geography, History, Sociology, and Economics. social studies designed to develop knowledge, understanding, and analytical skills of the social conditions in entering a dynamic social life. Social Science subjects in school are designed on the basis of phenomena, problems and social reality with an interdisciplinary approach involving various branches of the social sciences and humanities such as civics, history, geography, economics, sociology, anthropology, education. Therefore, social learning can be regarded as the study of the combination of science in a clump of social sciences and humanities to deliver social actors who can participate in solving the problems of socio-nationality. Study materials concerning the events, a set of facts, concepts and generalizations are linked to actual issues, symptoms and problems or social reality as well as the potential of the region.

Social learning activities can not be separated from the learning outcomes expected from the study that has been carried out. Learning outcomes are achieved scores of students after learning in a certain period of time that is measured by using the test write. Learning outcomes are changes in behavior that can be observed from the appearance of people who learn. Learning outcomes are the patterns of actions, values, notions, attitudes, appreciation, and skills. Results of learning a thing that can be viewed from two sides of the side of the students and teachers. In terms of learning outcomes is the level of mental development that is better than

it was before the study. Ibsik (1998:2) So it can be concluded that the results of studying the level of mental development realized in the realm of knowledge, attitudes, and skills that can be observed due to changes in behavior, namely the change in behavior is influenced by the experiences of the students about their environment and depending on what he has seen, both with regard with the understanding, concepts and so forth but still maintaining the character formation of cooperation and respect opinions

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CAREER ADAPTABILITY GUIDANCE MODEL BY IMPLEMENTING KAMIL APPROACH TO INCREASE COMPETITIVENESS FOR ADOLESCENT IN ASEAN ECONOMIC COMMUNITY CONTEXT (FIRST YEAR)

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ABSTRACT

This study aims to produce a prescriptive model of career adaptability guidance youth by utilizing kamil approach to enhance competitiveness in Asean Economic Community (AEC) context. Research product are guidance material for school counselor and student. In the first year, mixed method research is utilized for describing career adaptability level and needs of students for career guidance in MEA context. Need assesment data is basic resource to develop model of career adaptability guidance material. The results showed that the adaptability of young students in East Java in general are good, they have a high concern in the future, have hope for the future, realized the need for career information and have effort to solve their problem in career decision-making. But they still need guidance for career planning, their feel doubts in their own potential, lack of information about further study and career opportunities, lack of courage to take on the challenges of working outside the region and a broad with professional jobs. They are also less confident in choosing and planning a career in line with their expectations and dreams.

Keywords: *adaptability career for adolescent, KAMIL approach, ASEAN Economic Community*

By the time in the end of 2015, Indonesia have a big challenge in ASEAN Economic Community (AEC) as a result of agreement among the leaders of ASEAN countries to make the ASEAN region as a joint community of economic development. This agreement will open up great opportunities for employment around ASEAN countries to work in other ASEAN countries more easily. The impact is labor competition among these countries are getting tight. Professionals from more advance countries will get more opportunities.

Opportunities of demographic bonus could give Indonesia some benefits in MEA competition. In the other hand, this opportunities will be come a threat if the quality of Indonesia's young generation is not well prepared. As a part of Indonesia demographic bonus, young generation need to be prepared become the hope of the nation that can be achieved through education, where guidance and counseling is one educational component in school.

Career guidance is a field of guidance and counseling aimed at helping students to understand and accept themselves as well as proficient in planning their. Throuh career guidance, counselors facilitate students gain

independence in choosing and planning further study or enter the world of work. Ideally, career guidance services facilitate students meet the task of development and career challenges today and in the future as well as the skillful planning his career. Career guidance will hep them prepare their career readiness or career adaptability to face work competition in global era.

Guidance for career planning is important for adolescent to achieve career success. good career planning will help a person determine appropriate career choices so as to achieve success and career satisfaction and adolescent is the best period to start for designing career planning. (Harkness, 2008). This view supports Super teory (Gibson and Michell, 2006) which states that the adolescent are in a stage of career exploration and they need help to achieve the task of career exploration well. Savickas (2001) also suggested that adolescents need help for achieving career adaptability, understanding their own potential, access to career information and designing their career planning to face the career challenges today and in the future. Herr et al., (2004) confirmed that teens who do not understand their own potential and lack of career

information tend to have career problems and less achievement of success and career satisfaction.

Preliminary study showed that not all teenagers have a good career adaptability. The initial result in several high schools in East Java through observation of students in courses Career Guidance and Career Planning in 2014/2015 and career readiness questionnaires to potential graduates FIP in 2013 showed they have career development problem, lack of self-understanding precisely, lack of career information, less skilled in selecting appropriate information wisely, lack of career planning mastery. While the findings on student respondents are, feel miscast major, lacking confidence with competence and doubtful career success in the future, as well as working in different fields with the field of knowledge. This condition would not support their competitiveness in world of work and business area, especially among ASEAN countries.

Meanwhile, the result from observations in many schools is also known that career guidance practice is still conventional pattern and not yet fully facilitate students' career planning. School counselor or teacher guidance and counseling tend to use expository method in providing information. Innovative material and interesting multimedia also not been widely used in career guidance. School counselor aware that a good career guidance services are needed to help students achieve their career maturity, able to plan a career well and ready to face the competition of work and effort, but they lack of innovative guidance material and method. This research aims to develop adaptability career guidance model for adolescent through KAMIL approach to enhance competitiveness in the ASEAN economic community (AEC) context. This prescriptive model designing to solve some problems of career guidance practice in school. The research products consist of materials and manual of career adaptability guidance and career planning for high school students including Senior High School, Islamic Senior High School and Vocational School. The product give advantages for school counselor and student. The model will help school counselor to apply career guidance systematically so that they can prepare the student's career adaptability and career planning.

This model developed from Savickas theory of adaptability career (2001) and Super career theory. The Savickas theory has four aspects of career adaptability are concern, career management (control), career opportunities curiosity (curiosity) and career confidence (confidence). The advantages of this theory has been tested by Hirchi (2009) at the end of the teen respondents. While Pordelan, Abedi, Baghban,

and Nilforooshan (2014) studied the theory to know the career development of young people in Turkey. The KAMIL approach is a draft of career planning stages formulated by Muslihati (2013) with reference to the Super theory and the theory of Career Exploration Process (CEP).

KAMIL represent five career planning steps are **Kenali** or know thyself, **Access** career information, **Maknai** or information interpretation, **Identifikasi** or Identify specific and appropriate career choice, and **Lakukan pengambilan keputusan** or decision making. Formulation of KAMIL approach tried to accommodate work values in the context of Indonesian culture. This career planning strategy formulated and published by Muslihati through parallel seminars and proceedings in the national seminar of Guidance and Counseling in 2013 and national seminar in Semarang (2015). The model is expected to give advantages for enhancing adolescent competitiveness in Asean Economic Community (AEC) context. It will contribute to the implementation of career guidance to young people in Indonesia as a part of demographic bonus.

METHODS

The first year of the study utilized research and development (R&D) model refers to Borg and Gall model (1983) that consists of ten major steps as follows: step 1 involves research and information collecting or need analysis. It includes review of literature, classroom observations, and preparation of report of state of the art. Step 2 and 3 consists of planning and develop preliminary form of product. Develop preliminary form of product includes preparation of career guidance materials, manual dan evaluation form. Then step 4 involves preliminary field testing. It concludes expert judgement through interview and questionnaire data collected. For step 5 and 6 conduct main product revision and main field testing that continued by main product revision uses quantitative data on product evaluation. Operational product revision is happened in step 7, revision of product as suggested by main field-test result. Next, for step 8 and 9 involve operational field testing and final product revision. And the last step or step 10 involves dissemination and implementation. The researcher limits the development in the first year just to six steps. Besides, the researcher also adapts the process with the needs of development.

Mixed method design of Tashakkori and Teddlie (2003) implemented for need analysis step. Data collected in the step is an overview of career adaptability and career planning abilities of teenagers and their need to career guidance in

ASEAN economic community. Data is collected by career adaptability scale and focus group discussions. 264 respondents in the first year were senior high school students (SMAN), Islamic senior high school (MAN) and vocational school (SMK) in East Java. Cluster random sampling technique is utilized in selection of the sample. The selected cluster area representing urban and industrial areas (Sidoarjo). In this area the research location are SMAN 1 Sidoarjo (29 students), MAN Sidoarjo (28 students), SMK 1 Sidoarjo (29 students). Research location in the coastal regions (Probolinggo) are MAN 1 Pajarakan (30 students), SMAN 1 Kraksaan (29 students), SMK 1 Kraksaan (31 students) as well as rural areas with economic potential of agriculture and livestock (Blitar) are MAN Blitar (26 students), SMAN 3 Blitar (29 students), SMKN 1 Talun Blitar (31 students).

Data obtained through career adaptability inventories analyzed by using descriptive analysis using SPSS for Windows version 16 to determine the average of teenager's career adaptability in East Java. While the qualitative data analyzed by taxonomy and componential analysis techniques to complement and deepen the study of career adaptability, knowledge and attitudes of teenagers in East Java to the MEA and career plans teenagers in East Java.

RESULT

Career adaptability is a picture of one's readiness to live in future career show from their concern, control, curiosity and confidence (Savickas, 2001) Concern related to hope and dreams that be realized dan set to be a plan. Self-control related to attempts to always prioritize the things that can support and block the achievement of the plan. Curiosities include a requirement on career-related information and preparation and confidence in making career choices. In this study, these aspects manifested in the form of career adaptability inventory to measure teenagers career adaptability in East Java.

From studies in Sidoarjo, Probolinggo, and Blitar obtained a description of career adaptability profile of teenagers as follows. In Sidoarjo, average score of career adaptability was 198 (standard deviation 1.33). The score lied on the distribution between minimum score of 171 and a maximum value of 233. The results illustrate that students who are studying in secondary schools in Sidoarjo has high career adaptability in general. In the data illustrated that the distribution of the four aspects of career adaptability, the fourth aspect (belief or confidence) of the young students in Sidoarjo is needed improvement. Self-confidence is the urgent aspect that will be the

capital of teenagers in dealing with competition and solve problems in career decision-making process and live well in educational process and the world of work. In general, profile of teenagers career adaptability in Probolinggo is high. It showed by the average score was 199 (standard deviation of 1.33). The score obtained by the distribution of minimum score is 157 and a maximum score is 226. The average score of teenagers career adaptability in Blitar was 199 (standard deviation of 1.33). The score obtained by the distribution of a minimum score of 157 and a maximum score of 226. The results illustrate that the teenage students who are studying in secondary school in Blitar region also had high career adaptability.

Besides examining the level of career adaptability, this research also obtaining data about students knowledge and attitude toward ASEAN economic community challenge and opportunity. The data obtaining through focus groups discussion indicate that students have inadequate knowledge about ASEAN economic community challenges and opportunity. In general, their knowledge about ASEAN economic community is still limited to basic knowledge. They lack of information about opportunities and challenges they will face this era. They know about ASEAN economic community just at a glance. Although number of students didnot know about ASEAN economic community challenge. The attitude of the students in the study site has generally been positive. In general, awareness about ASEAN economic community challenges among the students of SMA, MA and SMK need to improve. They understand that in an era of MEA there is competition in the world of work and the business world becomes more intense because the competitor are coming drom countries in southeast Asia. Attitude drawn from interviews indicate concerns about the threat of ASEAN economic community challenges.

Students can access all information about ASEAN economic community challenges from television, online media and social media as a reference in enlarging their concerns to compete each other in foreign labor from other countries. Actually teens in East Java began to have awareness in preparation for future careers and realize opportunities in ASEAN economic community. It seems that the results of interviews that are typically present from the students of MAN, where they put forward the beliefs and religiosity in sustaining confidence in a career, that pray to God is the basic step to make everything runs smoothly and well. Although in general the adaptability of their careers is good, nevertheless teenagers in East Java have not had a career plan.

Meanwhile, teenagers in East Java also have a strong entrepreneurship spirit, although some teenagers want to work in the government sector or also a company employee. They see that being an entrepreneur will create jobs and drive the economic potential. They also mention that creativity is an asset in developing a bright future. On the other hand when asked about the readiness to face competition in the era of ASEAN economic community they feel unprepared to face the challenges and yet many still need to prepare and develop the abilities and skills to face competition in the era of work and effort MEA.

Based on the results of FGD known that teenagers in East Java still require adequate career information. Another requirement is the need for strengthening the self-understanding, strengthening confidence in making career choices, the courage to face the challenges in preparing for and undergoing a career. Specifically, the needs of adolescents in East Java on career guidance mapped as follows (1). Understanding the potential, talent, interests, employment potential through standardized measurement (2) Information about career knowledge-information and further studies, employment, business, ASEAN scholarship through structured and easily accessible media. The need show that career guidance services need guidance and career guidance materials specially about career adaptability to improve competitiveness in ASEAN economic community students. The student habits in accessing information through online media and social media provide opportunities so that potential career information application development in ASEAN economic community era should be accessible easily

CONCLUSIONS AND RECOMMENDATIONS

Through the research process in the first year as the first phase of a series of research and development of Model of Career Adaptability Guidance for Youth Through Kamil Approach to improve competitiveness in ASEAN economic community concluded as follows: (1) In general, the adaptability of career teenagers in East Java facing ASEAN economic community is good (2) knowledge of adolescents in East Java, the MEA is not comprehensive and require more detailed information about the opportunities that can be exploited. While they have positive attitude by trying to prepare themselves, but nevertheless they are worried and less confident can compete with foreign labor, (3) adolescents who study in the senior high school in East Java is need of

career adaptability guidance and counseling services, especially in (a) understanding and developing self-potential (b) providing career information including information about further studies, scholarships, employment and business opportunities between countries and tips entering work and building the business successful, (4) has been developed grating products according to the needs of adolescents using aspects of career adaptability and employment measures Kamil.

From the results of this study presented suggestions to: (1) stakeholder including school principal of SMA, SMK and MA in order to take seriously the implementation of career guidance and counseling particularly scheduling regular career guidance meeting every week for the students, (2) that the counselor should constantly improve their knowledge and skills in implementing career guidance.

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TRANSFORMATION OF VALUES IN DEVELOPING LEADERSHIP PROPHETIC ISLAMIC EDUCATION

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ABSTRACT

The dynamics of the development of Islamic education in quantity was amazing, but the spirit is Generally not accompanied by sufficient capacity and capability. As a result, the majority of Islamic education addressing the issue of quality and the negative cycle (unsolved problems). Various research results show, to change the negative cycle into a positive cycle or change schools who are not qualified to be qualified (good school), requires the portrait figure of an ideal leader Because leadership plays an important role in building a climate organization of Islamic education better in the future. Crisis multidimensional, including the decline of the beliefs and ideals on the individual leader, havoc caused by spiritual values, and will significantly negative impact. Prophetic Leadership is one of the new alternative in developing Islamic education base for the existence of Islamic education as an agent of social change to survive. Because in essence leadership model is accompanied by ethical values, attitudes, and behaviors that can motivate themselves and the actions of others. Prophetic Leadership is based on the values of divinity and prophecy, leadership imitate God and be "pipes" channels of God's grace, as the prophetic mission, Became the dominant force in the development of Islamic education and the legitimacy of cultural forces. Strength in the form of the action of a strong leader, effective and ethical leadership prophetic is effective leadership, being Able to develop the three pillars effectiveness in leadership: 1) to develop individual strengths of positive ('aqlun salim, qalbun salim, qalbun munib and nafs al-mutmainnah), 2) develop a driving force and a positive organizational adhesive (faith, islam, charity and Piety), and 3) develop the power of positive cultural values (istiqomah/integrity, sincere, honest and 'deeds).

Keywords: *transformation of values, leadership, prophetic.*

The dynamics of social change, including the Islamic education system is in the atmosphere of modernization, globalization and are required to play a proactive role in dynamic yet. This condition requires intellect, religiosity and exemplary for a leader, and certainly not an easy job, especially with the birth of modernism in the West about five centuries ago, as a result of renaissance and Aufklärung has dominated view of today's society (Apter, 1965). In a social context, almost an article of faith of all people, that people's lives, both in the social, cultural, political and educational tentut not escape the influence of modernism and impact significantly, so that the term modern became a symbol that accompanies it, for example, modern lifestyle, in Islamic and modern Islamic education. Therefore, the resulting values in the name of modernism as if it is a necessity (a must) to be followed by everyone. So it is not surprising that the conditions of society today drifting in the trends of modernism.

Meanwhile, the presence of modernism Characterized by positivistic logic-rationalistic victory in all fields, Including education now starting Sued back. Because logical positivistic rationalistic slogan, that the science is Considered a value-free or neutral, roomates bebarti any value within that society should not

Affect the development of science that is used as a scalpel in all areas and less attention to human values, especially religious values. Reviews These conditions, it would be dangerous to human life in the future, if fundamental structure with the above logic is allowed to continue growing. Therefore, only natural that modernism is now starting to be questioned its legitimacy and bring back new ideas in the form of post-modernism in the 1990s. John Naisbitt and Patricia Aburdence, leading futurlog, in the 90s predicted that the 21st century is a new era (Imam Tholkhah, 2004). It turns out this prediction Becomes an indisputable truth again, that change has Become a reality of the new era of value, a global era where to be a part in the dynamics of human life.

As an agent of social change, education Islam is in the atmosphere of modernization and globalization is required to play its role in a dynamic and requires intellect and religiosity for a leader (Azizy, 2002). The existence of Islamic education, through action and exemplary leader and expected to contribute to positive change for the improvement and progress of Islamic civilization, both on the level of intellectual theoretical as well as practical. Islamic education is not just a process of transformation of moral values to fend off negative access of globalization and modernization. But the most urgent how moral values in leadership

prophetic to be based on the values of divinity and prophethood in Islamic education is able to play an active role as a generator of change, be a power of liberation from pressure and crush social backwardness culture, ignorance in the midst of social mobility that was so fast.

Images of Islamic education, in the perspective of Shafi'i Maarif, as quoted by Shofan says that, the condition of Islamic education has spawned two contradictory patterns of thought. Both have taken different forms, both in the material, the education system and the institutional form (Shofan, Prophetic paradigm of Education, 2004). Two models of Islamic education is no patterned traditionalist, and in its development, more emphasis on doctrinal normative and tend to be exclusive apologetic. Besides this, there are modernist Islamic education in development and began to lose his soul as the most basic (transcendental). Meanwhile, according to Hujair (Sanaky, 2003) explains that, the historical roots of the emergence of dualism that, at least based on two things: first, the views formisme, which meant that all aspects of life is viewed very simple, something only seen from two opposite sides, both, derived from the colonial legacy, in this frame statement Edward Hallett Carr, as quoted Djoko Soerjo, explained that education is a process of dialogue unending between the present and the past (Soerjo, 2007), and could be a knife analysis in education to see ambivalence in Islamic education itself.

In that context, the authors tried to conduct in-depth studies and normative in framing Islamic educational approach ethical values through leadership prophetic (Surya, 2013). Because of the condition of contemporary education today require strong leadership (strong leadership), is a model of visionary leadership and is able to develop an effective and Islamic education is not the only intellectual but also accompanied with exemplary values rooted in the Qur'an and hadith.

DISCUSSION

Understanding Prophetic Leadership

Human behavior in a spiritual perspective quotient is the result of an interesting attraction between positive and negative energy (Ludeman, 1996). In that context, the positive energy in the form of spiritual encouragement and religious values (tawhid), whereas negative energy, in the form of material values (tahghut). The conception of the value of the above as a means of purification, purification and raised up the true human values, as in the transformation of prophetic leadership emerge

from the prophetic value with high morality that is based on value-laden humanization, liberation and transcendence, as confirmed in the letter Ali Imron paragraph 110. Three value such as deriviasi of commanding the good, to uphold virtue, humanizing raising human dimension of the positive potential to reach the divine guidance of nature, which will give birth next positive energy in the form of prophetic leadership; 1) the strength of spiritual form of the word, islam, charity and piety, which serves to guide and give spiritual strength to man to achieve the grandeur and glory (ahsani taqwin); 2) strength could be potential in humans, such as aqlus salfm (a healthy mind), qalibun Salim (healthy heart), qalibun munib (pure heart) and nafsul mutmainnah (quiet soul), on all of these aspects is the main capital source human resources must have extraordinary strength, 3) attitudes and ethical behavior, is an implementation of spiritual strength and personality to give birth normative concepts of ethical values. Attitudes and ethical behavior includes; istiqamah (integrity), Ikhlas, jihad and good deeds (Armstrong, 2002).

Prophetic leadership model has been linked with transformational leadership, and is based on the values of the prophetic and high morality. In the perspective of Burns, transformational leadership as a process that is basically the leaders and followers each other to raise themselves to a higher level (Surya, 2013), by calling ideals through spiritual values as the core values and core belief in developing education Islamic ideal. In that context, the prophetic leadership is leadership that can influence actions and behavior of each individual in a way to inspire, enlighten, awaken, and empower through approach to spirituality or prophetic values and morality and religiosity. The transformation of these ethical values later that act as mission-focused, vision-directed, driven philosophy and value-based institution (Bernard, 1985).

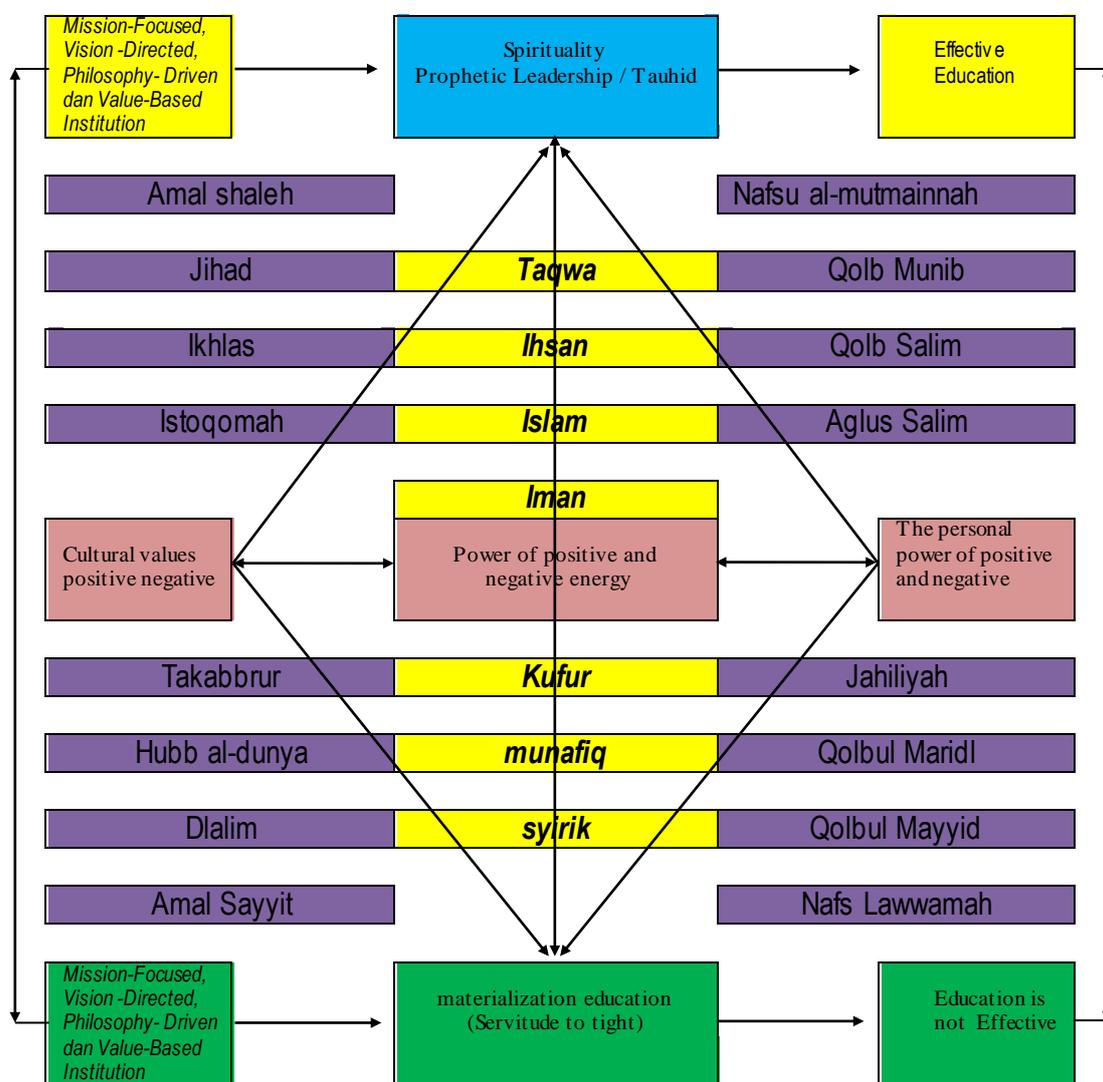
Transformation values prophetic leadership will bear behavior and actions are effective, the pious with integrity (nafs al-mutmainnah) and do righteous deeds. Individual actions above, will bear behavior and effective work culture, because it is built with personality (integrity, commitment and dedication), capacity (skills) and professional competency. Through organic approach, the transformation of values prophetic leadership will bear an effective organizational culture, through the behavior of individuals, both in the implementation of Islamic education system effective (effective school) and the substance and the learning process.

Meanwhile, the opposite of the above positive energy is negative energy, and symbolized with strength materialistic and values of Evil (values destructive). In these conditions, if the value of prophetic leadership serves as a means of

purification, purification and generation of true human values (conscience), then the non prophetic leadership, the value of the material (Evil) actually serves the opposite of decay, and darkening of human values. Almost the same with positive energy, negative energy consists of: 1), the power of Evil in the form of kufr (disbelief), hypocrites (hypocrisy), fasiq (wickedness), shirk (shirk) and all the forces that keep away human spirituality and humanity intrinsic (ahsani Taqwim) into being a versatile material (asfala sajilfn); 2) the power of human potential negative, the mind of ignorance (heretical thoughts), qalbun Marid (heart sick, not feeling), qalbun mayyit (dead heart, no

conscience) and lust i-iawwamah (soul reprehensible), all of which will make man slave on other than Allah in the form of wealth and power (Evil); 3) the attitudes and behavior of human behavior that is unethical, it is an implementation of the power and strength of negative humanitarian taghout gave birth normative concepts of cultural values unethical. Attitudes and unethical behavior include: arrogant (haughty), hubb al-dunya (materialistic), despotic (persecution) and charity sayyiat (destructive).

According Tobroni (Tobroni, 2002) in his research, the negative energy will bring forth people who are not effective, namely those whose peak evils include:



In that figure is understood that the cone above represent the values or the positive power, ie the values are derived from the values

of divinity and when it is put into practice will lead to contentment. If the spiritual values which will serve as the organization's culture in educational

institutions will be a force for leaders to establish an effective individuals and organizations. In contrast image inverted cone is a material value (Evil) that cause hatred of God (al-llih sukhti). If the values or the negative forces that made practice will be a destructive force for a leader in shaping individuals and organizations that are not effective.

Prophetic Leadership Concept

At the level of theory, leadership prophetic should be able to give change and renewal significantly so that bear a strong leadership (strong leadership) (Planning, 1987) is also expected to have a different conception of the theory of leadership in general (Yukl, 1994), the conception of strong leadership is a leadership capable of building a culture organizations effective. Prophetic Leadership is leadership that is able to bring Islamic education effective and boast. In research Edmonds (R, 1979) suggests, dynamic educational institution strives to improve work performance was good with some of the components in the educational institutions.

Prophetic leadership becomes empowerment and development ruh al-jihdt (Rahardjo, 1996) in the Islamic education. The term real leadership has been widely recognized, both academic and sociological, but when coupled with the leadership said prophetic words then charged spiritually. The term prophetic is a derivation of the word prophet, in Indonesian Dictionary, prophetic meaning. According Kuntowijoyo, prophetic leadership is the ability to influence others and achieve goals, a pattern that held prophet. Prophetic leadership strength lies in the condition of spiritual leader (Kuntowijoyo, 2006). In the spiritual leadership, this term became ambiguous, because it has a broad spectrum of understanding. Spiritual term in English is derived from the word spirit. In the Oxford Advanced Learner's Dictionary, the term spirit has a wide scope of meaning; soul, spirit, moral and intrinsic purpose or meaning. Meanwhile, in Arabic, spiritual term associated with the spiritual and ma 'Nawi of everything (Goleman, 2003).

Departing from the word spirit, the next process becomes spiritual or spirituality (spirituality) and comes down to the essence, eternity and not temporary or artificial. In the perspective of Islam, spirituality is always directly related to the divine reality (tawhid). Spirituality is not something alien to human life, because it is the core (core) values of humanity itself (Beeby, 1987), which is

comprised of two elements of material and spiritual or physical and spiritual elements. Human behavior is a product of tension between spiritual energy and material-physical or spiritual dimensions. Encouragement of spirituality always makes the possibility of bringing the dimension of human material to the spiritual dimension (spirit, divinity). This is certainly a way to understand and internalize the divinity, live according to the instructions, follow the example of the Prophet and oriented to obtain keridlaan God, thus becoming a slave as a lover of God. This is the holy man and his existence bringing joy to other humans in building the organization of Islamic education (Percy I., 1990).

Prophetic Leadership interpreted as leadership brings forth dimension to the spiritual dimension, God is a true leader who brightens, cleans conscience and soothe the soul of His servants in a very prudent approach and exemplary ethical. Therefore, spiritual leadership is also known as leadership by religious ethics. Hendricks, Ludeman in Tjahjono said the spiritual leadership can inspire, arouse, influence and mobilize exemplary, service, compassion and implementation of the values and divinity in others.

In that context, the prophetic leadership, as described by Ralph Stogdill dalam Trait Theory (Wynn, 2006); Early proponents of the classic trait perspective Certain individuals have suggested that special innate characteristics or qualities that the make them leaders and it is Reviews These qualities that differentiate them from nonleaders. Fundamental to this theory was the idea that some people are born with traits that the make them natural leaders. In this perspective, the role of individuals characterized by the innate potential that makes them become a leader in this context that the qualities that distinguish them from non-leaders. The cornerstone spawned the idea that the individual is born with traits that make them a natural leader, like; Prophet and His Messenger.

Prophetic leadership-oriented transformation of the values of prophethood, he is a figure that is exemplary in the history of human civilization and wherever possible follow the pattern of leadership (Sun, 2013). In line with the opinion of Hoy & Miskel that; The source of transformational leadership is in the personal values and beliefs of leaders (Wynn, 2006). Once the strategic role of leader to his followers, so that the values and beliefs held be a source of social transformation of any organization. Because they in Islam, the values of prophetic leadership refers to the pattern of leadership by Muhammad. With incredible integrity, he was awarded as al-amin (trustworthy), Muhammad was able to develop the leadership of the most ideal and most successful in human

civilization. The main characteristics that form; Siddiq (integrity), trust (trust), jathanah (working smart) and sermons (openly, human relations) are able to influence each others, in a way without indoctrinating inspire, awaken without harm, raised without force and took no rule.

Departing from the above description illustrates that, the issue of spirituality increasingly accepted in this century, which by the futurologist like Aburdene and Fukuyama said to be the century of the value (the value of age). In the perspective of history, spirituality has proven to be an incredible force, creating individuals with integrity and good moral whose existence is beneficial, and bring joy to others. Sociologically, spirituality has been able to build an Islamic society can reach the peak of Islamic civilization, and predicate Khaira Ummah for everything (rahmatan lil'dlamin)

In the social reality, in the midst of many complaints about the growing decline of human values as a result of their ethical malaise and ethical crisis that occurred mainly in North America, several references are lamenting the neglect of the values of the sublime in modern leadership, Drucker said: us now face the danger of the emergence of any barbarian society that is educated, more Kanungo and Mendonca said, our society has lost faith in basic values, because it needs a rebirth of spirituality in this leadership.

Prophetic leadership is believed to be the solution to the emergence of the current leadership crisis. Prophetic leadership may be the culmination of the evolution of the leadership model of all time, because this leadership model rests on the idea of human perfection (ahsani Taqwim), which is a creature composed of body, nafsani-spiritual. Prophetic Leadership is true leadership or leadership really is. He leads with the heart based on religious ethics and capable of forming the character, integrity and exemplary. He was not solely be a leader who is looking for rank and position, power and wealth. Model of leadership was not influenced by external factors, but more guided by internal factors conscience. In other words, not the external conditions that affect the liver and behavior, but in her heart that radiates to the outside of him (Ludeman, *The Corporate Mystic: A Guidebook for Visionarities with Their Feet on the Ground*, 1996).

Prophetic leadership does not mean anti-intellectual leadership. Prophetic leadership is not just perfectly rational, but rather clarifying

rationality with the guidance of his conscience. Leadership prophetic also does not mean leadership with supernatural powers as contained in the term' spiritual leaders or spiritual adviser, but leadership by using spiritual intelligence, sharpness inner eye or sixth sense. Leadership prophetic also can not be equated with that completely esoteric (inner) as opposed to the all-exoteric (birth, formal), but sought to bring and give value and meaning is born to the house of the inner (spiritual) or give charge spirituality and sanctity to all the profane.

Conception of prophetic leadership is always in associate with three main topics, among others: 1) power is the power, authority and legality authorizes leaders to influence and mobilize subordinates to be able to do something, 2) the authority is excess, excellence, virtue, so that people are able to manage other people, so that people will abide by the leadership and willing to do the deeds of certain, 3) the ability of all the power, capability, ability, strength and skill, technical and social skills are considered to be beyond the ability of its members (Kartono, 1998), as the Prophet Prophet Muhammad:

Abdul Khamid bin Muhammad told us, told us Makhlad, Malik bin Mighwal, of Qais bin Muslim, from Tariq bin Shihab said: Abu Sa'id al-Khudri said: I heard the Messenger of Allah; Whoever saw kemungkaran and she was able to turn his hand then adjust as, if not able to change it by hand then adjust as with his tongue, and if still not able to, then adjust as the heart, then there is no dependents for him and this is the least of weak faith. (Al-Bayan, 2008)

Hadith above can be used as a foundation of how leadership prophetic, the Prophet has commanded us when a leader must be able to change things for the better, the first change of power, if it can not be spoken, and if it is not capable enough with the heart, even if it is as weak faith.

Epistemology Prophetic Leadership Values

Epistemology (et al, 1984) in the prophetic leadership, providing space for debate philosophical issues that can not be answered by science area, because of the nature of science sakralitas uphold the values of scientific bases on the territory of physical-empirical. The debate within the epistemology of education according to Muhaimin regarding basic human potential development (nature), cultural inheritance, and the interaction between potential and culture (Muhaimin, 2005). The epistemological questions directed to the value of prophetic leadership in

Islamic education deals with issues of basic concepts and at the same methodology. Therefore, substance prophetic leadership in the science paradigm. According to Mulkhan epistemological and methodological problem is also the problem of Islamic education (Mulkhan, 1993)

In that context, epistemology prophetic leadership is essential in order to produce quality education and educating, especially in the present crisis concerning science and technology as well as the leadership of Islamic education. The crisis in the leadership of Islamic education is now causing a tragedy of science become frozen and stagnant, making portraits of Islamic education is still not able to show its role optimally in the absence of exemplary leaders. Departing from the social conditions that, to overcome the weaknesses and problems within the leadership of Islamic education, it is necessary to reforms (reconstruction of education, especially in the educational leadership of Islam) in a comprehensive manner in order to realize the system ideal educational, intellectual and moral a way to reconstruct a model of leadership by example leadership. Epistemology prophetic leadership in developing Islamic education include; spiritual values and religious ethics as a means of purification, purification and generation of true human values to achieve grandeur and glory (ahsani taqwf); the power of positive human potential, in the form of aqlus salfm, qalbun Salim, qalbun munib and lust Mutmainnah

Epistemology values prophetic leadership provides integral and comprehensive understanding in developing Islamic education, because it gave birth to the leadership epistemology buildings logical consequences, namely: 1) Eliminate the paradigm dichotomy between religious knowledge and general science, science is not value-free, but free to judge, teach religion through the language of science, and do not teach the traditional side, but the rational side. In addition, it should be added with the use of the senses and the intellect in the object area of science, while revelations provide guidance or guiding sense to color science with faith and spiritual values. 2) Changing patterns development of Islamic education indoctrination into participatory patterns between teacher and pupil. This pattern provides a space for students to think critically, optimistic, dynamic, innovative, giving logical reasons, even learners can also criticize the opinion of the teacher if there is an error. 3) Changing the ideological paradigm into the scientific paradigm that is grounded in God's

revelation, provides flexibility for the human mind to study, examine, observation, finding, knowledge (paragraph kauniyah) with hints of God's revelation, and without any scientific paradigm rests on revelation, remains will be secular. Therefore, for the leadership epistemology is true, then the consequences should be based on God's revelation. 4) In order to sustain and epistemology underlying this approach, it is necessary to do reconstruction model of leadership rooted in monotheism. 5) Epistemology prophetic leadership oriented toward a harmonious relationship between reason and revelation, emphasized on perumbu integration between faith, science, charity, and morals. All of these dimensions moves complement each other, so the mix of all the dimensions is capable of bringing forth human plenary have faith that is strong, spiritual depth, breadth of knowledge, and has the manners of a noble grounded in all sourced from Allah, all belongs to God, functionalized to carry out their duties as the caliph of God and as Abdullah, and will return to God. It could be said that the results of this integration product is a man of faith, knowledgeable amaliyah, scientific charitable, pious divine, moral rabbaniyah 6) Another consequence is to change the approach of theoretical or conceptual approach to the contextual approach or applicative, of prophetic leadership here should provide a wide range of media support services to achieve the expected results.

Epistemological paradigm prophetic leadership had an impression that they are theological, doctrinal, passive. Because it's an alternative to thaw them in establishing a framework of epistemology begins prophetic leadership of exemplary leadership and rests on the following matters: 1) Based on the values of the Qur'an and Sunnah that are designed with the concept of science. Relying on the spiritual power that has dialogical-harmonious relationship between reason and revelation, interdependence reason with intuition and related spiritual values. Epistemologi prophetic leadership, become the foundation and build hope in the lives of Muslims are better with an Islamic civilization that is more established and stable. 2) Prophetic leadership epistemology based on monotheism process, empirical experience, where the empirical reality is then observed, studied and researched by relying on methods of observation and experimentation with technique-the technique with the spirit of the monotheistic faith. This step emphasizes that epistemology should be defined as a process, procedure, work method or research methodology in order to achieve new knowledge, not epistemology within the meaning of source or tool to achieve knowledge. Then, charges theological or theology hegemony on epistemology must be

removed such that epistemology be independent or stand-alone. 3) Orientation epistemology prophetic leadership insists on doing, activity and creativity, or professional work that makes people more active and kreatif. In the process, activity, creativity and spiritual values, morality entered in it.

Epistemology of prophetic leadership is more emphasis on the example of a leader (leadership) and was based on revelation, spiritual values, as well as the scientific method integral process-based implementation of monotheism. Revelation function is to provide encouragement, direction, guidance, control, control over the actions and behavior of the leader.

Prophetic Leadership Characteristics

Building a prophetic leadership, can not be separated from the characteristics that must be owned by a leader. According to Percy, in his book *Going Deep Exploring Spirituality in life and leadership* (Percy, 1990), the leadership can be run with the following formulation: 1) First, the brain trust spiritual leader, spent 30% of their time thinking and develop the brain's ability, based on each decision-making. 2) The second is the spiritual communications leader spent 2.5 hours a day, to ensure that the communication inside and outside the organization to be effective. Communication is seen is very important in the organization, attention to input from subordinates as an expression of aspiration cause feelings on subordinates that they noticed. 3) Third 20% first mentoring and succession planning, the spiritual leader of allocating 1.5 hours / day for internal consultation, mentoring, coaching, succession planning. 20% of the latter is operational

Spiritual leader, allocating 20% of Reviews their time to read / understand the institutional development of Islamic education, how the event went well. Spritual leadership characteristics as presented by Tobroni in *Spiritual Leadership*, based on the ethical values, Among others: 1) Honesty true, the secret of success of great leaders in carrying out its mission is to uphold honesty. 2) Fairness, the spiritual leader of the mission of social justice, both fair to yourself, your family and others. 3) The spirit of righteous deeds, spiritual leadership to be different, the which works as a call of conscience that is dedicated solely to hope and the blessings of God. 4) Hated formality and organized religion, a spiritual leader hated formality. Measures formalities need only be done to Strengthen the meaning of the substance of the action itself and in order to

celebrate a success, victory. 5) Slightly talk a lot of work, a spiritual leader is the leader of few words a lot of work. He is more forward the job done efficiently and Effectively. 6) Openness to change, different spiritual leaders with leaders in general. He did not hate change and love of the establishment. The spiritual leader has a sense of respect even pleased with the changes. 7) The leader of a loved one, love for the spiritual leader is not a charity in the narrow sense that could Affect the Objectivity in decision-making and gudgeon performance of institutions, but the love that empowers, love is not purely individual, but love the namely structural Thousands of love to the people he leads.

h. Think Globally and act locally statement, a spiritual leader. has a vision far into the future by considering the present situation. 8) Humility, a spiritual leader is fully aware that all top notch, achievements, praise and honor it were not for him and not for him, but Because and to the Essence of the Praiseworthy (Goleman, *Working With Emotional Intelligence*, Emotional Intelligence to Achieve Peak performance 2003).

Prophetic leadership, must have spiritual intelligence is built on Islamic values and able to be implemented in the social life, some typologies must a leader as follows: 1) Flexible, people who have high spiritual intelligence is marked by his flexible or adaptable. 2) High reflection capabilities, people who have high spiritual intelligence, has a high reflection capabilities. He tends to ask 'why' or what if "as a continuation of" what "and" how ". 3) Self-awareness and high environmental, high self-awareness means it has to know her as well as possible. He has been able to control himself, for example to control emotions and impulses more. 4) The ability of high contemplation, people have the high spiritual intelligence on the mark with the ability of high contemplation, namely: the ability to get inspiration from various things; ability to convey value and meaning to others (inspiring); observing various things to attract a lesson or inspiration; memiliki kreatifitas high and the ability of innovation that comes from the inspiration that failure by.

CONCLUSION

Leadership model prophetic, more based on the values of divinity among others: 1) establish the intention is pure, which is the build quality batiniyah excellence for community organizations so as to have the full attention (involve;) and focused in a submissive at each execution of tasks; 2) develop a quality culture by building a core belief and core values to the community organizations that live and work is the essence of worship (dedicated) to God, because it must be done with the best (ahsanu amala); 3) develop

brotherhood to fellow members, with the principles of brotherhood, unity, cooperation, synergy between individuals, groups and between units within the organization, so as to create all the potentials and forces can be empowered optimally; 4) develop ethical behavior (good moral) work through empowering attitude of gratitude and patience in carrying out the mandate.

Prophetic leadership behavior, conducted through an ethical approach, namely: behave as murabbi (herders) in developing leadership and responsibility; behave as a purifier and pengilham in the communication process; behave as ta'mir (pemakmur) the welfare of subordinates; behaves as an entrepreneur in the tips to develop the business; and behaves as an enabler in developing leadership skills for his subordinates and in creating new and better leaders. Strength lies in the attitude of prophetic leadership and consistency in the ethical values religious derivation of ethical conduct God against His servants. Such leaders can develop strong leadership (strong leadership), the prophetic leadership of more advanced aspects of exemplary (uswah hasanah) and ultimately was able to build an organizational culture of effective Islamic education.

Prophetic leadership model seeks to cultivate faith, islam, charity and piety for the entire community organizations, through enlightenment and generation of religious values and the power contained therein. Through enlightenment and the generation of faith and taqwa by moving its potential, build mutual trust, solidarity, teamwork, honesty and responsibility. Dalam efforts to develop positive values, leadership prophetic develop a culture of exemplary community organization and become a leader in terms of exemplary morals, hard work, the spirit of jihad and altruistic spirit, a spirit of giving and serving. Commitment and dedication this in turn will give birth to a culture of quality and quality organization.

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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.

RESEARCH 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:

Research Plan

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

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.

Population and Sample

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.

Research Instrument

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.

Collecting the Data

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.

Data Analysis

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 to be 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% | - | - |
| o) | 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 PAJEM, 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% | 93% | 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 (KID) 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).

CONCLUSION AND 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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INCREASING MOTIVATION, ACTIVITIES, AND STUDENT LEARNING OUTCOMES OF COOPERATIVE LEARNING MODEL WITH THINK PAIR SHARE TYPE

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ABSTRACT

The study aims to improve motivation, activities, and student learning outcomes. The results of the study on the implementation of cooperative learning model Think Pair share in the first cycle obtained an average score of 69, while the second cycle obtain an average score of 76. Increased student activity seen from the observation sheet filled out by the observer. In the first cycle the average student activity 75 and the second cycle reaches 92. Improved learning outcomes IPS seen from the results of cognitive tests done each end of the cycle. The average score on the student's final pre-action reached 60, the second cycle is 76, and the second cycle reaches 82.

Keywords: *motivation, activity, learning outcomes, think pair share*

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.

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:

Research Plan

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 to be some meaningful sentences.

RESULTS AND DISCUSION

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:

CONCLUSION

Leadership model prophetic, more based on the values of divinity among others: 1) establish the intention is pure, which is the build quality *batiniyah* excellence for community organizations so as to have the full attention (*involve*;) and focused in a submissive at each execution of tasks; 2) develop a quality culture by building a core belief and core values to the community organizations that live and work is the essence of worship (*dedicated*) to God, because it must be done with the best (*ahsanuamala*); 3) develop brotherhood to fellow members, with the principles of brotherhood, unity, cooperation, synergy between individuals, groups and between units within the organization, so as to create all the potentials and forces can be empowered optimally; 4) develop ethical behavior (*good moral*) work through empowering attitude of gratitude and patience in carrying out the mandate.

Prophetic leadership behavior, conducted through an ethical approach, namely: behave as *murabbi* (*herders*) in developing leadership and responsibility; behave as a purifier and *pengilham* in the communication process; behave as *ta'mir* (*pemakmur*) the welfare of subordinates; behaves as an entrepreneur in the tips to develop the business; and behaves as an enabler in developing leadership skills for his subordinates and in creating new and better leaders. Strength lies in the attitude of prophetic leadership and consistency in the ethical values religious derivation of ethical conduct God against His servants. Such leaders can develop strong leadership (*strong leadership*), the prophetic leadership of more advanced aspects of exemplary (*uswahhasanah*) and ultimately was able to build an organizational culture of effective Islamic education.

Prophetic leadership model seeks to cultivate faith, islam, charity and piety for the entire community organizations, through enlightenment and generation of religious values and the power contained therein. Through enlightenment and the generation of faith and *taqwa* by moving its potential, build mutual trust, solidarity, teamwork, honesty and responsibility. Dalam efforts to develop positive values, leadership prophetic develop a culture of exemplary community organization and become a leader in terms of exemplary morals, hard work, the spirit of jihad and altruistic spirit, a spirit of giving and serving. Commitment and dedication this in

turn will give birth to a culture of quality and quality organization.✍

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MODEL OF SCHOOL COMMITTEE PARTICIPATION IN JUNIOR HIGH SCHOOL

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ABSTRACT

Community participation is needed in developing educational institutions. This study aims to determine the school committee participation model in junior high school. Research conducted to uncover the development committee participation model school in junior high school. Principals, vice principals, teachers, administrator committees in junior high school are the subject of this study. The data collection instruments using questionnaires and focus group discussion. Descriptive data analysis techniques. Data is collected, analyzed, presented and concluded. This research has resulted in findings school committee participation model: (1) planning, school committees involved in the preparation of school work program; fund-raising activities of the parents, the community around the school and other institutions; (2) organizing, school committees involved in public relations management program, founding and increasing the role of program manager done together with the school principal (3) implementation, school committees are involved in implementing school programs, such as Maulid activity, tithes, Eid Qurban, realizing Islam Education laboratory, bridging cooperation with DUDI and higher education; (4) supervision, school committees involved in monitoring the implementation of public relations work program.

Keywords: Participation model, school committee

Education as an effort to score the next generation was organized under the responsibility of the government, parents, and community. Where all three roles give meaning in education primarily on the development of the quality of graduates produced. Studies Rifa'i (2013: 124) reveals that the role of the community have a positive impact on the psychosocial development of students. Education program run collaboratively between school principals, educators, and communities to improve learning outcomes of children. Similarly, the research Hughes and MacNaughton (2002) found that good communication between parents and educators, an educator, a prerequisite for the care and education of children of high quality, affects their cognitive and social development, and to improve educational success.

In Indonesia, public participation has been regulated in the Law on National Education System No. 20 of 2003 Article 4 confirms that education was held by empowering all components of society through participation in the implementation and quality control of educational services. In Article 8 also explained about the rights and responsibilities of the public, that the public is entitled to participate in the planning, implementation, monitoring, and evaluation of educational programs. As well as having an obligation to provide support resources in education. Thus the actual role of the community can be very extensive and complete in all the process of education in schools. But it seems the community

participation is still limited to the physical support, namely for the construction fee, repair, and maintenance of buildings (Masrukhi, 2016).

Community participation is one of the autonomous activity of the school, this is in accordance with the spirit, purpose, and components of school-based management. Danim (2010:38) states that schools into autonomous institutions which operate remain in the corridor of the national education system can be found on the school-based management. School-based management highlight the spirit of decentralization to the school level, to be distinguished with the tradition of centralization. Minarti (2010: 46) states that the school-based management provides comprehensive educational services and responsive to local needs. The objective of school-based management that optimizes the performance of any substance to achieve educational goals that have been determined.

The results of Thomas' study (2013:55) show that the productivity of human resources for schools affected by the quality of the process, the competence of teachers, school organization culture, education funding, school leadership, and the role of the school committee. Quality process is the success rate of the utilization of school resources. Teacher competency is the ability in the field of pedagogy, personality, social, and professional. School organization culture is something that is understood and accepted by the hearts and minds so that it can be used as guidelines when someone behaves (individual or group) in the education unit in particular and the school environment in general. The school

committee is an independent body composed of parents or guardians of students, school community, and community leaders who care about education.

Exposure above shows community participation aims to build an educational institution or school. The realization of the public participation more emphasis on managing the communication between educational institutions and the community. Media or containers such communication already exists, for example, through the union of parents of learners, committee or school board, board of education or non-governmental organizations that focus on education.

To realize the goal of education through community participation, through various ways and forms. Mas research results (2011: 304) shows that community participation in education includes the participation of individuals, groups, and community organizations in the administration and control of the quality of education. The community can participate as the source, implementers, and user education. Community participation can be implemented in various forms: the establishment or implementation of education, provision of education and provision of human resources, procurement and provision of experts, procurement of funds, procurement and provision of learning tools, and others.

Representation of community participation in education is the school committee. There is an important reason and the effort to build harmony work and school committees, which form the basis for school activities and school committees, entered the study of community participation in education that aims to help schools to achieve educational goals. The goal is a series of efforts to build a relationship of mutual benefit both parties and provide direct benefits that can be felt by schools and communities. During this time embodied community participation in social activities, coaching, and education and build schools for excellence is known in the community with community involvement. There is a school which has a principle that there must be a mutually beneficial relationship and provide direct benefits that can be felt by the school and the community, schools usually includes social activities, coaching, and education and build schools for excellence is known in the community with community involvement.

The role and function marked forms of public participation, particularly through the container school committees, namely: (1) Giving consideration (advisory agency) in the

determination and implementation of education policies in schools; (2) Support (supporting agency), both tangible financial, thought and effort in providing education in schools; (3) Access Control (controlling agency) in the framework of transparency and accountability of the organization and educational outcomes in schools; and (4) The mediator between the government (mediating agency) with the community in the school.

The participation of a diverse community, both individuals and collectively as the education committee will be very helpful to the achievement of the objectives of education. Community involvement in school committees' container also foster a strong sense of the success and achievement of educational programs that run schools. Program-supported school committees to make every achievement of the objectives of the school will further foster togetherness and pride more meaningful. In the end, the successful management of these programs will improve the quality of teaching and the quality of educational outcomes.

Studies on school committees or community participation in educational management disciplines to get in on the substance of educational institutions and community relations or public relations. Maisyarah (2004:118) states that educational institutions and community relations is a process of communication between educational institutions and the community with the aim to raise public awareness of the needs and practices of education and eventually work together to improve the quality of education in educational institutions. Relationship management and public educational institutions are managing the communication process from planning activities to the control of the process and results of operations.

To optimize community participation in education is not as easy as turning the palm of the hand, there are obstacles that often confront. Nirmala (2013:82) mentions constraints as follows: (1) low levels of education, literacy and the limited willingness of public knowledge so technically difficult to participate productively; (2) the people are in a centralized political situation - so entrenched authoritarian attitude "trailing" passive, afraid to take the initiative and live in a culture of instructions; (3) the scarcity of 'trust' or self-confidence so that people are not accustomed to honestly say what it is tough to be at odds with the government so that the pretense or hypocrisy have become part of people's lives; (4) people have lost a trustworthy local institutions and local intelligence elite as a result of political pressure; and (5) aspirations articulated aspiration of the people is a reflection (reflection) aspiration.

Broad community involvement in education helping to identify and obtain support for the

values that are taught. The school system is trying to put a program in place value without informing and involving the community often face a backlash, that misunderstanding, suspicion and resistance. Engagement is often called the community participation in education is often embodied in an institution called school committee. The school committee as a form of community participation in education and be given the opportunity to engage in the strengthening of efforts to develop work programs, development, and improving the quality of schools. The school committee can be given the opportunity to assist the teacher in the learning process in the classroom, class administration, improvement of classrooms and schools, as resource persons, coaches, guides, experts, school library, create a display, the physical development of the school, planning master plan for development of the school, the budget plan school activities, and others.

METHOD

This study used a qualitative approach through Focus Group discussion (FGD). Selection of FGD as data collection techniques resulting FGD allows researchers and informants discuss intensively and not rigid in discussing issues that are very specific, gather information quickly and constructive participant backgrounds are different, as well as group dynamics that occur during the process discussions often provide information that is important, interesting, sometimes unexpected.

The subject of this research is the principal, vice-principal field of public relations, as well as the committee of junior high school in a large, medium, and small institution. Selection of the institution based on the amount of students that are owned by the school. schools are included in the category of large institutions is SMP Darul Ulum Jombang, medium institutions are represented by SMP Assadah Gresik, while small institutions represented by SMPIT Probolinggo.

DISCUSSION

In general, the results showed that both the big institutions, medium, and small, school committee participation model begins with the planning process. As proposed by Cooper (2016) that measures school communication with the public must be preceded by the preparation of the strategy with memperhatikan mission and vision of the institution. That comprehensive planning is required for public participation management activities. Besides, it also determines the media, using teamwork. Public relations work program

in the three institutions; large, medium, and small, starting with musyawaran in a meeting involving the school committee, leaders, teachers, and the foundation, visible disparity is the school committee's involvement in the formulation mechanism work program.

In large and medium institutions, school committees involved in meetings for the preparation of the work program, while the small agency the role of the school committee is negligible. In terms of financial planning in large and medium institutions participation of school committees in fundraising. While small agencies do not engage in fundraising committee but direct donations from parents without going through school committees. This is contrary to the duties and functions of the school committee as a driver of growth of the attention and commitment of the community towards the implementation of quality education, encouraging parents and communities to participate in education in order to support the improvement of the quality and equity of education, and mobilizing communities in order to finance education in unit education (Dirjendikdasmen, 2006).

In the process of organizing large and medium institutions, school committees constitute the cooperative to manage the school. The school committee was instrumental in public relations activities. In addition to running programs that have been compiled, become teamwork in the success of the work, the school committee also has a role in providing guidance to the program manager of public relations at the school together with the foundation as a guiding and improving the role of program manager of public relations. Meanwhile, in a small agency the role of the school committee is only as discussion partners in planning school programs. This is because the committee was not established on the initiative of the people who care about education, so its school committee only as a complement to the organizational structure of the school, not really carry out its duties and functions as it should. Hasbullah (2006: 47) argues that the school committee is an independent body that embodies the role of the community in order to improve quality, equity and efficiency of education management in the education unit, education track or path outside of school education. So the role of the school committee is absolutely necessary not only presence in the school, but rather the roles and functions in supporting the implementation of education at the school.

The role of the school committee on the implementation of the program in a large institution, found in religious activities such as the Prophet's Birthday, Zakat Fitrah, Eid Qurban, and others, as well as in institutions being. In addition

to the religious festivities, school committees in large institutions is also evident in the efforts of realizing Laboratory PAI (Islamic Education) for example in weighing zakat fitrah, zakat mal calculation, and others. The school committee also bridges of cooperation with DUDI, for example Unilever in clean-up activities for the children. The role of the school committee indicated in this medium and large institutions as the school committee as stipulated in Kepmendiknas No. 44 of 2002, ie as giving consideration (advisory agency) in the determination and implementation of education policies in the education unit, supporting (supporting agency), both tangible financial, thought and effort in providing education in the education unit, a controller (controlling agency) in the context of transparency and the accountability of and education outcomes in the education unit, as well as the mediator between the government (executive) with the community in the education unit.

Meanwhile, the role of the school committee in smaller institutions in the implementation of school programs are not much involved. School limiting the space for school committee because they thought that the more intensive role of the school committee it will be increasingly difficult for all activities undertaken school. Because during the school committee acted merely as a watchdog not a partner school. in practice in schools it is undeniable public participation has drawbacks. Dunne, et al. (2007: 33) states that the main form of public participation usually finance (either in the form of money, labor, or material) resulting in social injustice rooted in society. Thus worth understandable given the restrictions on the role of the school to the school committee with the intention that no problems arise between school and community. Related to this there are actually several suggestions put forward by De Gruwe & Straightforward in Prog (2012) to respond to the decentralization of education so that education in schools run smoothly and effectively, it can do the following things: school develops a vision fundamental to involve the interests of local secaa more effective in making good policy consultation and direct participation; any decentralization policy means connecting with the more cautious central and regional assets; they are not unheard of in the community should be given their voice, not least to prevent misalignment, aggravation, and strengthen social accountability of those actively involved in local affairs and school; as well as the

effectiveness of the actions carried out by local actors should be monitored regularly.

In the process for evaluating and reporting, either in large organizations, medium and small evaluation process begins with discussions or meetings and conducted on an ongoing basis. In large and medium institutes school committee together with the school to supervise the implementation of the program of work relations. The evaluation process is done formally through a process of regular joint meetings every month and at the end of Sanah. Informal evaluations done every day through media WA and fuel. While in secondary institute school committee was not involved in this process. This is in line with research findings and Ma'sum Hanafi (2015: 58) which shows that the overall role of the school committee (advisory and supporting) is still quite high, except for the supervisory role (controlling), and the role of the media between the school and the world of work and industry (mediating) is relatively low. As with the smaller institutions, the role of the committee on the evaluation process is not visible or is not involved, while in the process of reporting school committee remains involved. In this phase of the evaluation or assessment should be actively involved school committees as required according to Kepmendiknas No. 44 of 2002 that the school committee functions are as follows: encouraging the growth of the attention and commitment of the community towards the implementation of quality education, in cooperation with the community (individual / organization / business / industry) and the authorities with regard to the implementation of quality education, accommodating and analyze aspirations, ideas, demands, and a variety of educational needs submitted by the public, provide feedback, consideration, and recommendations to the education unit, encourage parent and community involvement in education in order to support the improvement of the quality and equity of education, mMenggalang public funds in order to finance the provision of education disatuan education, and conduct evaluation and monitoring of policies, programs, organization, and education outcomes in the education unit.

CONCLUSION

The existence and role of the school committee in providing education in schools are absolutely necessary so that the effort to create effective schools can be achieved with good. The role of the school committee stained in the management process started the process of planning, organizing, implementing, and evaluating and reporting. There are different forms of the school committee in schools with large organizations, medium and small businesses,

resulting from the portion of the role by the school administration to the school committee. From these results we can recommend some advice to the school principal, should give a greater portion of the role played by the school committee to seek the establishment of school committees based on suggestions from the community terlbih advance; school committees to better position the school's role as a partner in improving the quality of education not as a supervisor; and the education department, the policy role and functions of the school committee needs to be addressed in order to understand and be understood by the people who care about education, education authorities will be responsible for its appropriateness.

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IMPROVING QUALITY OF EDUCATION THROUGH COLLABORATION SYSTEM IN THE PERSPECTIVE OF COMPREHENSIVE GUIDANCE AND COUNSELING

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ABSTRACT

21st-century education requires collaboration with various parties in various educational activities. Collaboration is an activity where there is cooperation between the various parties in realizing the goals of education, both parties from inside and outside the institution. Collaboration can be conducted by the school itself, the university, the community, the experts, who have a positive influence on the achievement of learners and the school experience. At school, collaboration is conducted in the entire school program, including guidance and counseling. Guidance and counseling programs in schools today refers to the guidance and counseling development, which further facilitate learners to be able to develop their potential. Practically, guidance and counseling program refers to a comprehensive guidance and counseling which emphasizes on the collaboration activities. It is said that the guidance and counseling program is a collaborative effort that will benefit students, parents, teachers, administrative staff, and all members of society. Collaboration in guidance and counseling is the cooperation activities between guidance and counseling teachers/counselors and some of the related parties for the achievement of guidance and counseling services program objectives. Between guidance and counseling teachers/counselors and related parties, there is a collaborative relationship through a variety of guidance and counseling services, mutual help in data collection, materials and services strategy development, policy formulation, referral activity up to the assessment or evaluation.

Keywords: *Education – Collaboration - Guidance and Counseling - Comprehensive*

Life paradigm in the global era challenges learners to have life competence to develop their life effectively, productively, beneficially and helpful, and their environment has high quality. Developing life competence requires education service system in the educational unit. Djohar (2006) considered that education is essentially directed to learners' fulfillment of needs and interests for the future to meet world life waiting for them.

Qualified learners only formed through quality education. Juntika (2011) revealed that a quality education is an education that leads learners to meet their needs, both today and in the future. According to Tilaar in Juntika (2011), to achieve quality education, the quality education process is required. Capabilities provided through a quality education is not only about the academic aspects, but also regarding various comprehensive life aspects which cover the development of personal, social, individual maturity, and value systems.

21st-century education requires collaboration with various parties in various educational activities. Collaboration is an activity where there is cooperation between the various parties in realizing the goals of education, both parties from inside and outside the institution.

Collaboration can be implemented by the school itself, the university, the community, the experts, who have a positive influence on the achievement of learners and the school experience. Thus, the collaboration is a concrete and systematic step in educational environments that have a direct impact on improving the quality of education.

Guidance and counseling as an integral part of the educational process have contributed to the preparation of qualified human resources. In the perspective of guidance and counseling, learners are individuals in the process of developing or becoming, which are developing toward maturity or independence. To reach maturity, people need guidance, because they are still a lack of understanding of their ability, environment, and experience to achieve a better and quality life.

According to Boharudin (2011), along with the global development in the era of the MEA, the guidance and counseling experienced a tendency to shift from isolation or solitary situation towards the linkages with various aspects and dimensions of the process. Thus, guidance and counseling not only touches the surface but more thorough and complete so that the learners/counselee problems can be solved completely. In environmental education, guidance and counseling services are implemented comprehensively by covering various

area and type of services, with the involvement of all school personnel and other related parties. Areas of services provided include the fields of personal, social, learning and career. Type of services includes services in the classroom and outside the classroom.

Various activities in guidance and counseling strived to develop the effective potential and life competencies of learners and facilitate them systematically, programmatically and collaboratively so that each learner achieve development competency or expected behavior patterns. Executors of guidance and counseling services are played by guidance and counseling teachers/counselors. Legally, the presence of guidance and counseling teachers/counselors is listed in article 1, paragraph 6 National Education Act of 2003, which states that counselors as one of the qualifications of educators.

As an educator, a counselor has the qualification standards as outlined in Permendiknas 27 Year 2008. In Permendiknas 27 of 2008 stipulated that one of the standard academic qualifications and professional counselors in the aspect of social competence that is mastering the skills of inter- and trans-profession communication and professional collaborative of inter and trans-profession, stating that a counselor needs to do professionals communication and collaboration inter and trans-profession. Thus, systematically the school counselor should initiate colleague's relationships with diverse educational and medical experts who provide additional services to the population or students in school. Collaboration between the counselors and professionals is essential in delivering the spectrum of services extensively which are expected in school guidance and counseling program. In forming a good collaboration, it is required a clear understanding of the services expected, as well as knowledge about the types of services offered in the society. At the same time, professionals working in the community agencies, health departments, family centers, and other organizations need to know the role of and training of school counselors. By obtaining a mutual understanding on the role and functions of each profession, the school counselors and society practitioners can develop a profitable relationship with the students, teachers, and families as well as the collaborative relationship.

This collaborative relationship is not limited to professionals in schools and communities, but also included and may have started with a cooperative association created by the school counselor from the success of school

counseling program at every level. Thus, the school counselor should strive to develop a communication line with home, inviting parents to plan educational goals for their children, offering services of the school counseling program, and if possible, involve the parents in the study on critical problems of their children and teenager. Collaboration is an important aspect of all relations consultancy established by the school counselor.

Guidance and counseling teachers/school counselors need to understand the professional literature about collaboration so that they can convey the sense of that term to students of other service groups members, teachers, and parents. In this discussion, we will use the view that collaboration is a form of consultation, in particular, are widely used in schools, because the emphasis is on developing partnerships with parents, professional teachers of students' services, and other personnel in the school system and the community.

Discussion Model of Comprehensive Guidance and Counseling

Comprehensive guidance and counseling is a model of principled guidance and counseling development. The basic assumption of development guidance and counseling approach is the idea that the development of healthy individuals will occur in a healthy interaction between individuals and the environment. In other words, the environment for the individual becomes the learning environment. "Being educate for its proportional emphasis is on prevention and improvement, not corrective and therapeutic, Being developmental for its play goal of counseling is to develop human capacity by providing a developmental environment" (Myrick 2011). The word healthy in this case does not only refer to the interaction between the individual and the environment, but the environment itself must also be healthy.

The environment in question is a structured learning environment and has been deliberately designed to provide opportunities for students to learn new behaviors, establish expectations and perceptions, repair and even replace the inappropriate behavior, refine and internalizing behaviors. Developing environment is a vehicle to describe, explain, predict, and control the dynamic interactions and transactions between the individual and the environment and all the equipment that must be maintained (Supriatna, 2011).

There are three structures within the developing environment that should be designed by the counselor. First, the opportunity structure defined in the task of development, problems or situations

that encourage students to learn various life skills and new behaviors. This new behavior is regarding diverse aspects of development such as education, career, personal, decision-making, and family, religious. Concrete actions that can be done by the counselor is designing and choosing materials, topic or theme to suit the task of development, needs, and expectations of students as well as environmental factors and cultural contexts. Second, the support structure, which means the preparation and development of the resources that can be obtained by students in developing new behavior to respond a variety of environmental stimuli. The essence of the supporting structure is a transaction in the process of guidance and counseling. A real effort that can be done by a counselor is to build and maintain a transaction within the group or individual communications so that motivation, optimism, and commitment of students towards behavior or results targeted keep growing and maintained. And third, reward a structure, which means the provision of assessment and feedback to reinforce the new behavior of students. A real effort that can be done by a counselor is to provide feedback throughout the process of guidance and counseling in progress, diagnosis and identification of difficulties and sought to improve and strengthen the new behavior of students (Kartadinata in Supriatna, 2011).

In practice, a comprehensive guidance and counseling is based on the principles of collaboration. According to Permendikbud No. 111 of 2014 on Guidance and Counselling In Primary and Secondary Education, the collaboration is a fundamental activity of guidance and counseling services in which a counselor or guidance and counseling teacher cooperate with a bunch of various parties on the basis of the equality principle, mutual understanding, mutual respect and mutual support. Therefore, regarding improving the quality of education, counseling teacher/counselor cannot work alone. However, it requires the cooperation of all parties involved, both parties in the school environment and outside the school environment.

Nature of Collaboration in the Comprehensive Guidance and Counseling

Although school counselors have the primary responsibility for developing comprehensive programs, they cannot meet this global challenge without the help and support of other professionals, the school system, and the community. Thus, systematically the school

counselor should initiate colleague's relationships with diverse educational and medical experts who provide additional services to the population or students in school. (Hidayat, 2013).

Permendikbud 111 in 2014, explained that collaboration is a fundamental activity of guidance and counseling service in which the counselor or guidance and counseling teacher in collaboration with various parties by the principle of equality, mutual understanding, mutual respect and mutual support. All of a collaborative effort aimed at a common interest, namely how to make every learner/counselee achieve optimal development in the aspect of personal development, social, learning and career. Collaboration conducted between counselor or guidance and counseling teacher and subject teachers, homeroom teacher, parent, or other relevant parties to build understanding and or joint efforts in helping to solve problems and develop potential learner / counselee.

Sommers-Sommers-Flanagan & Flanagan in Neukurg (2011) said that collaboration in the counseling relationship involves communicating to your client that you value his or her feedback and that you want to come to a mutually agreed upon the decision about the next phase of treatment. Here, the counselor is asking for feedback from the client as to his or her assessment of the counseling relationship and uses techniques that lead to a mutual decision about the future of treatment. Effective collaboration implies that one has built graduation rates in 2011 and 2012.

A strong therapeutic alliance and is increasingly used in a wide variety of counseling approaches (Neukurg, 2011). The collaborative relationship is not limited to professionals in the school and community. Rather, they include, and perhaps begin with the cooperative associations that create the parents of school counselors. Parental involvement he is a vital ingredient of successful school counseling programs at all levels (Schmidt, 2008). Furthermore, Thomson et.al (2007) explained that collaboration is a process in which autonomous or semi-autonomous actors interacted through formal and informal negotiation, jointly creating rules and structures governing reviews their relationships and ways to act or decide on the issues that brought them together; it is a process involving shared norms and mutually beneficial interactions.

In doing a collaboration, counselor requires knowledge and skills to support the implementation of both internal and external collaboration. Dettmer, Dyck & Thurston in Hidayat (2013) offers another perspective by asking the collaborative school consultant approach which requires facilitative communication skills of counselor, cooperative relationships with school personnel, and coordination of service required.

In Hidayat (2013) explained that there are many groups and professionals who collaborate with schools to develop effective services for students. These groups are classified into two categories, namely school services and community agencies. The explanation is as follows:

School services

Schools and school systems consist of a large number of professionals and volunteers who provide unlimited service for students, parents, and teachers. In comprehensive programs, school counselors interact directly or indirectly with all these groups. Indeed it is not an easy achievement. Time demands often prevent counselors in finding supportive services under their counseling program. Because the primary role of the counselor is to provide direct services to students in schools, counselors rarely creates a shallow focus for their programs, but emphasizes counseling and consultation with students themselves. As a result, the counselor did not do collaboration and consultation with agencies and individuals to support these services.

In some cases, the tendency to oversee school programs or community, often miss important services that can be used counselors to assist students directly and effectively when compared to doing it themselves. The first step in making sure that this does not happen is to learn all about the services based on the school and the professionals who display these functions. At the same time, counselors learn the parents and guardians of students in the school. As previously described, the collaboration between parents and guardians has a significant impact on direct counseling services with students.

Public Agencies

The school has a principal agent in the community, but the school cannot offer all the necessary human services to help the city, village or institution to educate its citizens; provide health care, and offering basic services to improve the human condition. The primary mission of schools, a particularly primary mission of the school counseling program is to ensure the development of the education of all students. In their efforts to achieve this goal, the school personnel, offers some related services such as counseling, psychological evaluation, and social services. They offer this service to assist schools in primary education mission.

The assumption is that when students' personal needs, health problems and learning problems identified the student's educational progress

will certainly evolve, and the chance of student success in life can be achieved. When the services offered by the school are not enough to fix the problem of students and families, counselors and teachers are turning to community sources. Since not all people have adequate services, the school counselors put the services available and develop collaborative professional relationships for the benefit of students, parents, and teachers. Successful collaborative relationships partially located on the school's ability to fulfill the role and mission in this community resource while studying the role of an agent. The primary mission of public agencies and private practitioners in the community is to help one or more service areas being. For example, most people have access to health departments that offer a wide range of medical services and health education programs.

Forms of Collaboration in the Comprehensive Guidance and Counseling

Here is a form of involvement of various relevant social environments in a comprehensive guidance and counseling program that is put forward as a comparison. Comprehensive guidance and counseling program is to fulfill the needs of students, parents, teachers at all levels of education (primary, secondary, high) (Schmidt, 2008). Everything has its role in the whole framework of improving the quality of education through guidance and counseling.

The descriptions of the roles of each party mentioned above as described by Dawn (2010) are as follows:

Principal

The principal as the leader of the school has the authority and power as a leader, education managers, and innovators. The school principal also referred to as the coordinator of all educational activities in schools, which provide infrastructure and personnel guidance and counseling; supervise, monitor and develop planning and implementation of guidance and counseling programs.

Vice Principal

Deputy Principals are responsible for assisting the principal in particular fields related to planning and implementations of guidance and counseling program.

Coordinator of Guidance and Counseling

Coordinator of guidance and counseling is responsible to coordinate all guidance and counseling teachers to draw up, implement, evaluate and report on and be accountable for guidance and counseling program.

Guidance and Counseling Teacher / Counselor

Teachers are the core personnel and experts in the process of conducting a comprehensive guidance and counseling program. The main obligation is to popularize the guidance and counseling program in the school environment and the community with a wide range of packaging services. Guidance and counseling teachers served as planners, implementers, evaluators and reporters of guidance and counseling program with the support of other stakeholders.

Subject Teachers

As people who know about the situation and condition of the learning process in the classroom, subject teachers can participate in the successful implementation of guidance and counseling program in schools. Subjects teachers help to promote the guidance and counseling program, helping the collection of data and information, referral students who require services to guidance and counseling teachers, as well as participating in case conferences or home visit. About the learning process, teachers of guidance and counseling require information and data from subject teachers (Adriani, et al, 2013).

Homeroom Teacher

Homeroom is the person responsible for the situation and the condition of a class, as an advisor, facilitator, and supporter of the progress of the class. Homeroom had a big hand in encouraging students to receive services and help a teacher of guidance and counseling in some tasks such as case conferences, referrals, and home visit.

Administration Staff (Administration)

In the implementation of a comprehensive guidance and counseling program, administrative staff (administration) has a special role, which is related to the fulfillment of administrative guidance and counseling.

School Committee

The school committee became an intermediary between the school and parents, as well as the general public. The Committee also assists in the dissemination of guidance and counseling program, helping the collection of data and information, as well as monitoring the implementation of the guidance and counseling program in schools based on community input.

Parents

Parents are the primary educators for students when they are outside the school. Parents are involved in the process of mutual

communication about the program of guidance and counseling and development of learners. Parents also help with collecting data and information and help the success of guidance and counseling with monitoring services outside of school.

Those various roles are important contribution in the implementation of guidance and counseling program in schools effectively and efficiently. It is given that each party has its needs in its role as a stakeholder guidance and counseling. If the needs of the various parties about to be met, there are implications for the following should be done and is as follows:

- a. Circumstances and needs of the parties contributing significantly to the development of students should be considered and used as a basis for formulating a realistic guidance and counseling program. Therefore, parents and members of the community (community of students' origin) should be involved in the process of assessment. Their involvement, in this case, may be a source of accurate data on the circumstances (family background, educational background, socio-economic background) in the call needs.
- b. Guidance and counseling services (guidance services) not only provided for the students, but also for all those who will be seen in the growth process of the students. In other words, all the important parties for the development of students are eligible to receive guidance and counseling services.
- c. For guidance and counseling teacher / school counselor to further increase its cooperation with other teachers in the school; that tried to enter any professional organizations existing guidance and counseling; and to further increase cooperation with other professional personnel (Efendi, et al, 2013).

As alluded to a previously, one of the greatest concerns and challenges in preparing adolescents to be ready for college and career is the number of students leaving high school before graduation. Across the US, low graduation rates are alarming. There are currently close to one million high school dropouts each year, and the overall dropout trajectory is decreasing very slowly (Balfanz, Bridgeland, Bruce, & Fox, 2012). Even more troubling is the percentage of dropouts continues to be very high for minority students. According to the Grad Nation brief task force, only six in 10 minority students finish high school with reviews their classmates (Balfanz et al., 2012, p. 5). The Civic Marshall Plan and Grad Nation task force has set in place a goal of reducing so-called drop-out factories (schools roommates produce the highest percentages of dropouts) and raising graduation rates to 90% by the year 2020 (Balfanz et al., 2012,

p. 5). Progress toward this goal can be gauged by the benchmarks established by the task force, and a review of the benchmarks indicates that the biggest impact would ensue if more school staff and faculty collaborated instead of working as a single Crusader to ensure the success of reviews their students (Balfanz et al., 2012). Most recently, Balfanz et al.'s (2013) report confirmed that educator collaboration is one of the strategies that has contributed to reducing the overall dropout trend and increasing graduation rates in 2011 and 2012 (Calvery & Hyun, 2013).

Conclusion

21st-century education requires collaboration with various parties in various educational activities. Collaboration is an activity where there is cooperation between the various parties in realizing the goals of education, both parties from inside and outside the institution. School guidance and counseling program also emphasizes the collaboration. The collaboration in the guidance itself involves a variety of stakeholders, ranging from school principals, vice principals, coordinators of guidance and counseling, guidance and counseling teachers, subject teachers, homeroom, administrative staff, the school committee up to the parents. The purpose of this collaboration is to bring guidance and counseling services which are effective and efficient for the achievement of high-quality education.

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THE KEY FACTORS OF EFL READING COMPREHENSION

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ABSTRACT

An overview of the key factors for EFL reading comprehension, in this present article, is provided considering that reading comprehension is tremendously needed in academic success. Reading comprehension is an extremely complex process involving some salient components that stand in it, thus, this current article seeks to point out a succinct summary of prominent factors in relation to reading comprehension that should present a proper framework for better appreciating an existence of the variables playing in a successful reading comprehension. The outline of this article, first of all, is to begin with the reason of selecting these leading factors leading to make sense of a text. Kinds of significant factors, the second, are identified briefly by noting many relevant theories and previous studies. Afterward, the explanation of the role of each crucial factor contributing to reading comprehension are explored as clear as possible in which EFL reading comprehension cannot be separated with these important factors. In this article, EFL reading comprehension itself is also discussed in order to deliver a better understanding in the connection with these pivotal factors in the reading comprehension. At last, this present article is expected to contribute new insights significantly on the theorizing on the role of several essential factors in contributing to EFL reading comprehension areas. The need for additional studies is ultimately expected to validate this overview as accurate as possible so that to be effective readers is an easy thing to be reached in grasping meaning of the text successfully and appropriately.

Keywords: *key factors, EFL reading comprehension*

The ability to read effectively is such a kind of mental complex processes but it can be approached by paying attention more to the key factors of reading comprehension, considering that effective reading is essential for success in acquiring knowledge in a broader sense (Mikulecky, 2008), including language learning. The ability to read well, in fact, itself, is difficult job for students. This case as what some previous studies (Granados, Lopez, & Zubiria, 2008; Chau, Wu, Chen, & Lughmani, 2011; and Qanwal & Karim, 2014) have found that most of students face difficulties to read text effectively since they are not able to comprehend a text properly. This saddening fact is caused by many reasons, for instance: poor readers (Alderson, Haapakangas, Huhta, Nieminen, and Ullakonoja, 2015: 70), inappropriate teaching methodology (Behroozizad and Bakhtiyarzadeh, 2012: 28), self-motivation (Kweldju, 2000; Al-Saleem, 2012; and Ullah & Fatema, 2013), and lack of practice and exposure (Cunningham and Stanovich, 2002: 137). Comprehension abilities are much more complex than the definition suggests (Grabe and Stoller, 2011: 11). This implies that a complex process exists in reading comprehension. In line with what Snow (2002: 11) explains that reading comprehension is defined as the process of simultaneously extracting and constructing meaning through interaction and involvement of readers with

reading materials. Grasping meaning in this complex process, shortly, involves an interaction of pivotal elements in reading comprehension: the text, the reader, and the activity or purpose for reading (Snow, 2002: xiii) where this extraordinary process and the role of these substantial factors have to be understood properly so that readers are able to make sense out of a passage easily. In addition to that, in distinct terms, Sadeghi (2007: 199) promotes internal and external factors of reading comprehension. He (2007: 199) mentions internal factor as a reader's factors that encompass everything related to the reader, namely: his/her cognitive abilities and strategies, background knowledge, and affective characteristics. Meanwhile, external factors are all factors external to the reader such as text, context, and writer variables. Snow's and Sadeghi's ideas are actually alike considering that both talk about processes and factors of reading comprehension in contributing to shape meaning.

A number of previous studies have been conducted to investigate the crucial factors in relation to reading comprehension. Seeing from the reader's variables, firstly, Suharmanto (2006) investigated patterns of relationships among several selected variables, namely: linguistic knowledge, content/world background knowledge, text structure knowledge, reading strategies, and EFL reading comprehension. The result has revealed that some of the selected paths are empirically evidenced there. It, moreover, has convincingly

offered interesting findings in connection with reading comprehension areas. Another study by Pecjak, Podlesek, and Pirc (2011) examines a confirmatory model of reading comprehension between (meta)cognitive factors (vocabulary, reading speed, summarizing, and metacognitive reading knowledge), motivational factors (reading interest and reading competency), and emotional factors (feelings during recreational reading and academic reading). A path model shows the effects directly and indirectly of the evaluated factors on students' reading comprehension. In practice, the findings show various findings and lead to the suggestion to focus on one-domain variables. With a view from the linguistic aspect, Sidek & Rahim (2015) and Akbari (2014) examine the role of vocabulary knowledge of the language of the text and the extent to which knowledge of grammar affects various aspects on reading comprehension performance. Their studies reassure that those two elements of linguistic knowledge, vocabulary and grammar play a critical role in understanding a text. In this context, the systematic relationships exist between form, meaning, and use (Nunan, 1998: 102). In brief, linguistic knowledge is seen as one complete packaging to make sense out of the text where the attention of the readers not only focuses on form or structure but also on meaning in a proper context. Another study conducted by Huang (2009), Smith (2012), Alfaki & Siddiek (2013), Angosto, Sanchez, Alvarez, Cuevaz, & Leon (2013), Munsakorn (2015) state how crucial it is the role of the world background knowledge factor for all readers as it has impact on comprehension significantly. Relying on the organizational text structure knowledge in relation to the readers, several preceding studies (for instance, Koda, 2004; Heydari and Mustapha, 2009; Noudoushan, 2010; Amiri, Zainal, & Samad, 2012) concluded that reader's awareness of the text organization extremely affects readers' comprehension of the text. Another important factor in reading comprehension in view is reading strategies where several studies have been dealing with it for a number of years. These studies are those conducted by Tercanlioglu, 2004; Zhang & Wu, 2009; Zarrati, Nambiar, & Maasum, 2014; and Qanwal & Karim, 2014 in which all of them highlight that this reading strategies factor is truthfully salient to mediate a successful attempt on reading comprehension.

Another important variable, text variable, is closely related to the aforementioned variables since they interact with each other to construct meaning. On the text level, once textual

features are laid, then, the readers identify the writer's intended meaning from printed visual representations. These printed visual representations include: the surface code (the exact wording of the text), the text base (idea units representing the meaning), and a representation of the mental models are embedded in the text, for example (Snow, 2002:14). In addition to this, on comprehension, those features have a large effect (2002: 14).

Concerning the context variable, a context of instruction plays a lead role here where readers in grasping meaning and purpose of reading are shaped by and influenced by the instruction (Snow, 2002: 80). In another point of view, Sadeghi (2007: 209) mentioned how differences in situational contexts can result in different understanding as misinterpretation or miscomprehension exists toward the absence of interaction between the text and the context—known as pragmatic comprehension. This emphasizes how pivotal is this context factor to be integrated with the two variables mentioned previously to determine accurate meaning.

MAJOR FACTORS OF READING COMPREHENSION

Three elements influencing comprehension, generally speaking, need to be considered in the process and product of reading comprehension: reader, text, and context. This section briefly discusses these factors in the process and product of reading comprehension.

READER

In a process of reading, readers are believed to play an amazing role there, considering that the readers are the main characters who shape the condition, paradigm, and meaning that work interactively with one another simultaneously. Hedgcock and Ferris (2009: 50) mention a substantial contribution of an individual reader into the reading process. In short, here, the reader factor is believed to play an essential role when readers are engaged with a text actively. In this context the role of a reader, however, does not mean that the contribution of the other variables to reading comprehension is not considered (Sadeghi, 2007: 199).

Reader's knowledge, motivation, strategies, and characteristics (stable characteristics: sex, age, personality, and physical characteristics: eye movements, speed of word recognition, automaticity of processing, etc.) constitute important elements in reading comprehension that affect the readers during the reading process and product which research has looked (Alderson, 2000: 33). Sulistyono (2011: 32), on the one hand, simplifies the dominant factors in the process of understanding in reading, particularly, under the

reader variable: linguistic factors, world background knowledge, organizational text structure knowledge, and reading strategies. On the side of linguistic factors, ideally, to make sense or interpret text pretty well, readers are truly required to be aware of these linguistic factors. The readers who fail to tackle the text where they have tried to read the text written in a particular language if they do not know any characters of it will quickly recognize the primacy of linguistic processes for reading comprehension (Grabe & Stoller, 2011: 13). As a prerequisite, to the extent of this point, readers clearly need to boost this linguistic aspect. In the point of world background knowledge or content schemata (Hedgcock & Ferris, 2009: 60), Smith (2012: 23) echoes that this factor has impacted comprehension significantly considering that this factor has already been brought by the readers naturally. This, similarly, is concluded by some previous studies (Alfaki & Siddiek, 2013; Angosto, Sanchez, Alvarez, Cuevaz, & Leon, 2013; and Munsakorn, 2015) that the representation of this knowledge of the world crucially plays a critical role to posit the intended aim of the text integrated with prior knowledge which is posed by readers in reading comprehension. Organizational text structure knowledge, in general, can be highly facilitative to readers, although, gaps probably exist (Hedgcock & Ferris, 2009: 60) if the readers know nothing about the language of the text (Alderson, 2000: 34) because readers' consciousness of various types of text structure is ultimately useful for better comprehension (Heydari and Mustapha, 2009: 254). The further salient variable, reading strategy, means mental awareness of applying comprehension strategies to grasp meaning of a text. This factor has been discussed until now based on several previous studies (Tercanlioglu, 2004; Zhang & Wu, 2009; Zarrati, Nambiar, & Maasum, 2014; and Qanwal & Karim, 2014) mentioning that reading strategies have impressive correlation to reading comprehension to mediate a success in achieving critical evaluation of a text.

TEXT

Reading is at least viewed as an interactive process (Grabe & Stoller, 2011: 11) between readers and text to grasp meaning of the text. Here, clearly, this variable cannot be separated from the variables discussed previously where they work together interactively to make sense of a text. One approach dealing with a text variable is the classical bottom-up approach whereby word recognition comes up from written text and later, meaning is shaped by a

reader as linguistic code breakers (Sulistyo, 2011: 25).The process starts with the reader's identification of letters, words formed from individual letters, larger structures (phrases, sentences, discourses), and the last identification of meaning (2011: 25). Of course, this process happens in systematic way bit by bit up to a total whole of meaning. The illustration of the process is depicted in Figure 1 as follows.

CONTEXT

Most of previous relevant studies discussed previously, though, seem to show that context variable gets less attention compared with the presence of reader and text variables, still, of all circumstances, that those results do not determine what exactly the nature of reading comprehension is. Context, here, covers environmental, situational, and social elements (Sadeghi, 2007: 209) in which likewise, Snow (2002: 12), in the same idea, explains that sociocultural context covers meaning shaped by readers that interacts with another factor (reader and text) simultaneously in the dynamic way to come out as the winner who passes successfully the complicated process of reading comprehension well. In Figure 2, the display of this extraordinary process is shown heuristically.

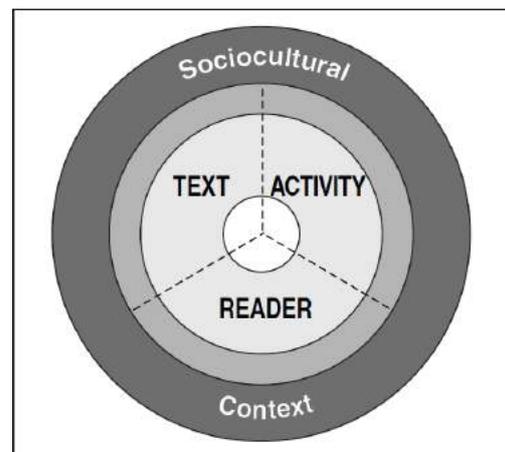


Figure 1: A heuristic representation of reading comprehension (Snow, 2002: xiv)

This condition is exactly not separated from the context—situational conditions of the reader who matures and develops cognitively, as the reader gains increasing experience with more challenging various types of texts, and as the reader benefits from instruction (2002: 13). In short, the readers bring critical evaluation of the text properly due to the unity of all factors and interrelated elements inside in a wonderful interaction. Thereby, undoubtedly, the presence of this context variable is truly important to get the exact meaning of the text as a complete packaging.

THE ROLE ESSENTIAL FACTORS

Reviewed from the above discussion, it cannot be ignored that in this concern, each aforementioned variable of prominent factors contributes a significant role in the process and product of reading comprehension. Hence, this guides to the understanding of the best collaboration role of key factors reflected from those empirical evidence found previously. Put simply, some simple conclusions made —role of readers as a leader cooperates with interrelated elements, such as: linguistic knowledge, world background knowledge, text structure knowledge, and many others (Sulistyo, 2011) —regarding to the role of each individual variable itself up to the complex combination of them contributes significantly and effectively to the reading comprehension. In the complicated process of reading comprehension, a reader has crucial role in relation to the other factors where s/he as a main actor controls the condition and information laying in the text. It, then, is shaped and interacted with the other factors (text and context) supported by interrelated elements to construct meaning appropriately. In the construction of meaning, readers use their linguistic knowledge integrated with their prior knowledge and knowledge of organizational text structure mediated by cognitive strategies to reach understanding in the accurate portion. Above all, still, of course, paying attention more to the context variable which exists inside the complex process is much worth. In sum, the interaction and collaboration of each factor will lead to the ultimate end of process in the reading comprehension.

EFL READING COMPREHENSION

A number of definitions suggest reading comprehension but referring to comprehension ability itself is much more complex than what the definition suggests (Grabe & Stoller, 2011: 11). In this case, the ability to construct meaning from a given text is needed (Lems, Miller, & Soro, 2010: 170) that there is process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002: 11). This simply indicates that there is teamwork here that extracts, shapes, and constructs meaning that is none other than the key factors already discussed earlier. Regarding EFL reading comprehension itself, it is obviously a complicated process since this relies more on readers whose first language is not English. That is, it is definitely believed more difficult; therefore, the process extremely needs key factors to support in achieving the intended

goal by utilizing the presence combination of key variables.

CONCLUSION

Thus far, the key influential factors in reading comprehension—reader, text, and context—affect the process and the product of reading comprehension in a multifaceted process. They should get more attention as a unity in which they act interactively to shape the meaning of the text. To grapple challenges and even arrive at an understanding, although, each variable with some other interrelated elements inside has a share with different degrees of contribution, it is continuously clear that they do not work separately (Sadeghi, 2007: 215) but interactively interrelated each other to form the best combination in achieving reading beyond the line (Alderson, 2000: 8). In addition to the variables discussed previously, the success of appropriate interplay of all variables with the elements interrelated come up to the implications that practitioners should be aware of potential role of various factors discussed earlier and as a result, they do not take the learning of reading comprehension only for granted. They, finally, consider the process of reading comprehension not as a simple activity but it tends to be a complex multifaceted process (Sadeghi, 2007: 215) so that the practitioners become wiser to evaluate their weaknesses or even more failure in teaching reading comprehension.

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THE IMPLEMENTATION OF IGNATIAN (REFLECTIVE) PEDAGOGICAL PARADIGM STRATEGY FOR THE IMPROVEMENT OF STUDENTS' LEARNING OUTCOMES AND MOTIVATION IN LEARNING NATURAL SCIENCE FOR FIFTH GRADE STUDENTS

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ABSTRACT

The Ignatian Pedagogy Paradigm is an art of thinking and doing something thoughtfully that incorporate humanistic values into learning subjects consciously. This paradigm endorses meaning of each topic within in learning materials based on students' own experience. Students take into their consciousness life values (Reflective Moment) within learning materials by themselves or by their groups in order that they can practice it in daily life (Action). Researcher elaborates action research method for resolving learning problems within Fifth Grade (second group) of Kanisius Elementary School Students of Sengkan Yogyakarta during natural sciences class. Researcher implements Ignatian Pedagogy Paradigm within the method. The research follows the guidance prepared by Bruce W. Tuckman and Brian E. Happer (2012). The first cycle shows that mean value is 13.85 for students learning outcomes. The second cycle shows that mean value is 15.03 for students learning outcomes. The average difference between the first cycle and the second is 1,175. It says that learning outcomes of the first cycle are lower than the second; and of the second cycle is higher than the first. The value of "t" Test by counting is 2.466; and Value of "t" Test according to the statistic table is 2.000 with 0.016 scores of probability and by 0.05 significant level. The research shows that the value of "t" Test by counting is higher than a value of "t" Test according to the statistic table. It means that implementation Ignatian Pedagogy in natural sciences subject improves study results of Fifth Grade (Second Group) of Kanisius Elementary School Students of Sengkan Yogyakarta. The first cycle shows that mean value is 108.23 for students learning motivation. The second cycle shows that mean value is 116.05 for students learning motivation. The value difference between the first and the second is 7.825. It says that learning motivation of the first cycle is lower than the second; and of the second cycle is higher than the first. The value of "t" Test by counting is 2.572; and Value of "t" Test according to the statistic table is 2.000 with 0.012 scores of probability and by 0.05 significant level. The research shows that the value of "t" Test by counting is higher than the value of "t" Test according to the statistic table. It means that the implementation of Ignatian Pedagogy in natural sciences subject improves learning motivation of Fifth Grade (Second Group) of Kanisius Elementary School Students of Sengkan Yogyakarta.

Keywords: *Keywords: Ignatian pedagogy, learning outcomes, learning motivation*

The conventional learning process is often employed by elementary, junior and senior high school teachers. The reciprocal communication process of teacher and students is not really optimum. Teachers do not really pay attention to the students' contexts and backgrounds.

Whereas, every student has their own experience, context and background. The emphasis of the learning process is cognitive aspects (competence). Therefore, students often do not know the benefit of the materials for their lives. The students learn only to get the score not to live (*non scholae sed vitae discimus*). It can be concluded that teachers do not integrate humanistic values in the materials during the learning process.

The learning process that is supposed to happen is how to integrate humanistic values in every single material, therefore, students will not only develop their competence aspect but also their conscience and their compassion.

Competence, conscience, and compassion are three aspects which are emphasized in Ignatian pedagogy (Dominuco, 1993:74). The implementation of Ignatian pedagogical paradigm strategy can be one of the solutions to overcome the incomplete learning process. Teachers are expected to be more careful on understanding students' background and characteristic in the learning process. According to Dick and Carey (2009:80), students' characteristics can be identified when students are engaging the class activities. The Ignatian pedagogy associates humanistic values to every material taught. Therefore, students can develop as a complete human being and become an integral part in competence, conscience and compassion aspects. It should be understood that the teachers should only act as the facilitators in every learning process in the class (Witfelt, 2000; Richard, 1998).

There are some previous studies related to this research that employed Ignatian (reflective) pedagogical paradigm strategy namely: (1) a research done by Luisa D H and Maslichah

Asy'ari, lecturers of Biology Education Study program, Faculty of Teachers Education Study Program, Sanata Dharma University Yogyakarta, entitled Penerapan Pedagogi Reflektif dalam Mata Kuliah Konsep Dasar IPA Biologi I di Prodi PGSD Universitas Sanata Dharma (The implementation of Reflective Pedagogy in Basic Natural Science I on Elementary Teacher Education of Sanata Dharma University), concluded that the implementation of Ignatian(reflective) pedagogical paradigm strategy in natural science I subject could improve students' understanding towards natural science concept and could improve students' loyalty, brotherhood, honesty, environment awareness and leadership skills of PGSD students class III/E.

Widiyanti, S. A. (2012). Pengaruh Pendidikan Karakter dengan Pendekatan Paradigma Pedagogi Reflektif dan Motivasi Belajar terhadap Kepribadian Siswa dalam Pendidikan Agama Katolik di SMP Katolik se-kota Madiun. (The influence of character education with reflective pedagogical paradigm approach and motivation towards students' attitudes in Catholic education in Madiun junior high schools). Unpublished Thesis. One of the conclusions of this study is there is an interaction between character education with the reflective pedagogical paradigm approach and motivation towards students attitudes in learning Catholic education. Primasari, M. M.L. (2011) Penerapan Paradigma Pedagogi Reflektif dalam Pembelajaran Tematik untuk Meningkatkan Competence, Conscience dan Compassion Peserta Didik Kelas II SD Kanisius Gayam Yogyakarta (The implementation of reflective pedagogical paradigm in thematic learning to improve SD Kanisius Gayam Yogyakarta second grader students' competence, conscience and compassion), concludes that learning with reflective pedagogical paradigm can improve SD Kanisius Gayam Yogyakarta second grader students' competence, conscience and compassion.

The researcher would like to research the implementation of Ignatian (reflective) pedagogical paradigm strategy to solve five graders natural science learning problem at SD Kanisius Sengkan Yogyakarta towards the improvement of students' learning outcome from cognitive and motivation. Specifically, the researcher interviewed the school principal, teachers who teach five graders, SD Yayasan Kanisius Cabang Yogyakarta school supervisor at Sekolah Dasar Kanisius Sengkan on 24—25

September 2014, 29 November 2014, and 6 December 2014.

Research problems: (1) Is there any improvement on the SD Kanisius Sengkan Yogyakarta five graders' learning outcome on the natural science subject after the implementation of Ignatian pedagogical paradigm strategy (reflective)? (2) Is there any improvement on the SD Kanisius Sengkan Yogyakarta five graders' motivation after the implementation of Ignatian (reflective) pedagogical paradigm strategy?

Research objectives: (1) To know the improvement on the SD Kanisius Sengkan Yogyakarta five graders' learning outcome on the natural science subject after the implementation of Ignatian pedagogical paradigm strategy (reflective); (2) To know the improvement on the SD Kanisius Sengkan Yogyakarta five graders' motivation on the natural science subject after the implementation of Ignatian pedagogical paradigm strategy (reflective).

Frameworks: (1) The Ignatian pedagogy associates humanistic values to every material taught and the curriculum. Therefore, students can develop as a complete human being and become an integral part of competence, conscience and compassion aspects. It should be understood that teachers should only act as the facilitators in every learning process in the class (Witfelt, 2000; Richard, 1998); (2) Motivation has an important role in the learning process for both teachers and students. Students would do any activities if they are motivated to learn. A high motivation will make students determined to learn and willingly to face problems in the learning process. Thus, students' motivation is very important during the learning process. A high motivation is expected to improve students' learning outcome; (3) The low learning outcome is allegedly predicted as the result of the lack of motivation so it is needed to provide appropriate strategies to help the low achievers.

Hypothesis: (1) the implementation of Ignatian(reflective) pedagogical paradigm strategy can improve five graders' learning outcome in natural science class; (2) the implementation of Ignatian (reflective) pedagogical paradigm strategy can improve five graders' motivation in natural science class.

Learning outcome

Gagne dan Briggs (1979:50) considered that there are five learning outcomes, they are (1) intellectual skill; (2) cognitive strategies; (3) verbal information; (4) motoric skill; and (5) attitude. It correlates with Bloom taxonomy, related to the behavior goals that cover three domain: cognitive,

affective and psychomotor. The observable performances that can be considered as the academic performance are considered as capabilities (Ratna Wilis Dahar, 1989:135).

Reigeluth (1999:13) states that learning outcome can affect the alternative strategic value in certain conditions. The expected results are the result from real lives using certain strategies in the certain conditions. The expected results are the goals that affect the way the researcher choose the method. It means that the learning outcome is related to the strategies employed in certain learning conditions, so the learning outcome will be better. In addition, Reigeluth (1999:94) states that specifically, the learning outcome is the result of performances which indicate the skills obtained. The learning outcome is always shown in the form of specific goals, attitudes or performances. From those experts' opinion, the researcher argues that the academic performance is the successful level of how students learn some materials in form of score form written test or non-test

Learning Motivation Cores

Motivation and learning in the learning process are two things that interdependent. Learning is the changing of someone's behavior and it is relatively permanent and potential as the result of reinforced practice, based on certain goals. Learning motivation can arise from intrinsic and extrinsic factors. The example of the intrinsic factor is the desire to succeed and the learning needs, and hopes. While extrinsic factors are the encouragement from outside, for example, appreciation, compliment, conducive learning environment and fun and interesting learning activities. Both intrinsic and extrinsic factors are caused by certain stimulations, so anyone who has the motivation to learn will be more diligent and determined.

Mc. Donald as cited by Hamalik (2003:158) states, —Motivation is an energy change within the person characterized by affective and anticipatory goal reaction". The learning motivation cores is the internal and external encouragement in each student who learns to change their behavior. The motivation will have an enormous role in the students' learning outcome. According to Sardiman (2011:80-84), the learning motivation can be classified into five categories, namely (1) the desire to succeed; (2) encouragement and the learning needs; (3) hope for the future; (4) appreciation of learning process; (5) fun and interesting learning activities; (6) conducive

learning environment that enables students to learn comfortably and well.

The Functions of Motivation

Learning needs motivations. The learning outcome will be optimum if students have motivation since motivation is an essential condition of learning (Sardiman, 2011:85). The more the teachers motivate students, the more the possibility of the students to achieve optimum learning outcome.

Hawley (Yusuf: 1993) states that the students who have a high motivation in learning also get better results compared to students who have low motivation. Winkel (1991) states that students' learning motivation can reach that term in the learning process. Therefore, teachers need to consider these things: (1) optimize the application of learning principal, namely students' present is the learning motivation (2) optimize the dynamic elements in the learning process. It is possible that in the learning process, students have some problems.

Some educational psychology experts state that the mental power that leads learning is considered as learning motivation. Motivation is considered as the mental encouragement to move and direct one's behavior including learning behavior. Motivation contains one's attitudes and learning behavior guidelines (Koeswara, 1989; Siagian, 1989; Schein, Biggs & Teller, 1987).

Basically, motivation functions as the encouragement to obtain the learning outcomes. Good motivations in learning will result in the good learning outcome. In other words, the diligent efforts that are based on the high motivation will lead someone to the good learning outcome.

Ignatian (Reflective) Pedagogical Paradigm

Ignatian Pedagogical Paradigm is from Ignatius Loyola's thoughts. He founded Society of Jesuit in 1540. This religious community did not start with the schools. Instead, they concerned on the world trend, and for the need and importance for the society at the time, Ignatius took a big step by using education as the effective way for the development of the society, specifically he wanted to develop the society that has excellent belief and character. The society changing depends on how the young educated. As it is said, *Puerilis institution est renovation mundi*, the education for the young that will change the world.

The success of the Jesuit school became people's admiration but they were also questioning about it. The Jesuit schools were so many and they were spread so fast and many European countries wanted to implement it. What do the schools teach? What are their activities? How do they teach the young? A set of the Jesuit pastors' syllabus became

the key factor. The leader of Society of Jesuit, Claudius Aquaviva founded a working team in 1581 to find the best practices from the Jesuit schools. Then, that team refined the good teaching plan known by the world as Middle age European education system, called *ratio atque institutio studiorum societatis jesu* (*Ratio Studiorum*). The team finished the *ratio studiorum* in 1586 and used *ad experimentum* to be evaluated in the future. Since that time, more than a hundred schools organized by Jesuit pastors around the world referred to *ratio studiorum* to develop school learning activities.

To celebrate the four hundred years of *ratio studiorum*, the leader of Jesuit leader, P.H. Kolvenbach SJ, founded a team to reformulate *ratio studiorum* to adapt with the context of that era. The result was the publication of —*The Characteristic of Jesuit Education* in 1986.

In 1993, in Rome, the central of Jesuit Society, there was a team assigned to distribute the characteristic of Jesuit education. This team gathered some educational experts from Jesuit schools around the world. They gathered to share their experiences on the use of key methods of modern education implementation that appropriate with Jesuit education characteristics.

They did realize that the spirit of Jesuit education foundation is the spiritual exercise taught by Ignatius of Loyola, the founder of Society of Jesus. They felt that Ignatius of Loyola had granted them a pedagogical method that came and developed from Ignatian spirituality. This team developed a document entitled *Ignatian Pedagogy: A Practical Approach*.

The main dynamic of the Ignatian pedagogy is the continual interaction of three main elements, namely experience, reflection and action in the learning process. Those three elements are equipped with the context where the experiences happen and after evaluation is done. The central element in the Ignatian pedagogy is reflection. Reflection refers re-scrutinize thoughtfully materials, experience, ideas, opinions and spontaneous reaction to get the deeper meaning. In the other words, reflection is an effort to find the deepest meaning in every material and human experience. Ignatian (reflective) pedagogical paradigm has been used in many schools. The Ignatian pedagogical paradigm is often called reflective pedagogical paradigm to emphasize the main core is the reflection (JSEA, 1993).

Context

Context, what needs to be known about learners, their environment,

background, community, and potential to teach them well? (ICAJE, 1993). On this stage, teachers facilitate every student to pay attention to many contexts in their lives. The main goal is making students to cautiously identify many possibilities that potentially support and hamper students in the learning process. The teachers' framework in starting the learning process with Ignatian pedagogical learning strategy should focus on every student. Teachers should understand many kinds of contexts in students' circumstances. Students as the subjects that need to be motivated and supported to reach their development fully.

As teachers, we need to understand the world of the student, including the ways in which family, friends, peers, youth culture and mores as well as social pressures, school life, politics, economics, religion, media, art, music, and other realities impact that world and affect the student for better or worse (Subagya, 2012:42-44).

Therefore, the basic contexts in Ignatian pedagogy are all factors that support and hamper every student in following the learning process. From the teachers' point of view, it means that context is: (1) teachers' recognition and attention to every student (2) conducive environment that supports learning and development process for every student to understand the values of the learning process. From students' point of views, the context is related to the students' willingness and readiness to learn and develop to reach the quality results of their learning.

Experience

Ignatius states that experience is grasping something deeply (Subagya, 2012:47). Experience is assumed as the concrete facts, definitions, and principles experienced by someone. From that experience, someone is inquired to understand, recognize and internalize every fact, definition, principle and meaning of their lives. In *Ignatian Pedagogy: A Practical Approach* (ICAJE, 1993), an experience is the key factor in education. —In Jesuit schools, the learning experience is expected to move beyond rote knowledge to the development of the more complex learning skills of understanding, application, analysis, synthesis, and evaluation. . . . We use the term experience to describe any activity in which in addition to a cognitive grasp of the matter being considered, some sensation of an affective nature is registered by the student. . . .

Ignatius considered that the term experience should be used to show every activity that contains cognitive elements in the materials. Every experience contains data and facts that can be grasped cognitively by every student. It can be done by asking students, investigating and

analyzing many kinds of elements and the relation between each datum.

There are two kinds of experiences, namely direct and indirect experience. Direct experience is the experience that students experience it directly. Direct experience in school usually occurs in experiences such as conversations or discussions, laboratory investigations, field trips, service projects, participation in sports, etc. Whereas, the indirect experience occurs in the indirect learning situation in the form of reading article, news, audio and visual image.

In this stage, students are guided to find a new understanding by comparing, contrasting, evaluating, analyzing and synthesizing all the mental and psychomotor activities to understand the reality better. The suggested activities are group discussion, field or laboratory study, the use of visual film or animation, simulation, paper, and problem solving (Collins, 2008). Students' active participation through that activities will give the optimal meaning and effect towards students learning experience.

Reflection

According to Ignatius, reflection is used to reflect and revisit the materials, experiences, ideas, opinions or spontaneous reaction. It should be done in order to help students scrutinize the deeper meaning of the materials they learn. Thus, reflection is a process of emerging the meaning of human experiences (Subagya, 2012:53).

Reflection means thoughtful reconsideration by using memory, understanding, imagination and feeling to perceive meaning and value in the subject matter. By doing reflection, the students' experiences are expected to be more meaningful so it can stimulate every student to do real action. In this stage, reflection will deepen the understanding that is formed through the activities and it becomes meaningful learning for the students (ICAJE, 1993).

Reflection is the fundamental key in Ignatian pedagogy in the learning cycle. Reflection in the Ignatian (reflective) pedagogy will be raw and meaningless if it stops at the students' understanding and affective reactions. Reflection that is started with real experiences must end with concrete reality to form a new experience. The reflection will be developed in each student if it is started with real decision and determination.

Experience and reflection are interdependent. Students will not get the

experience without doing reflection even it is only small reflection. In the other hands, all the reflection is assumed to have the experience, intellectual or affection towards definition, enlighten, worldview and the view of ourselves and others (Subagya, 2012:53).

Action

Action refers to the learner internal state in to understand the learning process with their mind and heart and change it into action in their real lives. The action can be done through project, problem solving, business plan, etc. Students who can proceed their experience into reflection may be able to form their own attitudes and values. The meaning making of the experiences can be done by students through reflection so they are able to decide and act in their real lives. The students' knowledge during learning process will not stop at the theories but they are expected to implement it in their real lives

Evaluation

Periodic evaluation of the learner's growth is essential. In the Ignatian paradigm, it measures more than intellectual success, artistic talent, or athletic ability. Evaluation is done to assess those things, but it is also to produce an awareness of the real needs yet unmet, as well as to understand the learner's own personal and moral growth. Evaluation in Ignatian (Reflective) pedagogy learning process is not only done for the academic aspect but also humanistic aspect. Evaluation can be done periodically to encourage teachers and students observe the intellectual, attitude, and actions development that in accordance with the men and women for and with others principal. (JSEA, 1993).

The material and skill mastery can be evaluated by using written test, portfolio, project, etc. Whereas, the personality and attitude can be evaluated by doing personal interview, reviewing students' reflective journals, measuring students' interpersonal skill, observing students' participation, etc.

Ignatian (reflective) pedagogical paradigm learning based can be pictured through Joyce and Weil's(1986) framework has six elements, namely (1) Syntax or the learning order which is started from context, experience, reflection, action and evaluation; (2) principles of reaction: teachers are expected to know and understand students' life contexts in detail, teachers act as facilitators, and it should be learner-centered; (3) the social system: teachers know, understand and accept every student's uniqueness, guide, and learn together with students, create teacher to students and student to student collaborative learning atmosphere,

teachers also guide students to know each other and listen to peers' experience and idea; (4) Support system: syllabus and lesson plan, media that related to the materials, indoor and outdoor laboratory, students' and teachers' reflective journal; (5) Instructional effects: students can get the learning experience with their peers, students can be more active, creative and innovative in learning materials. When students can individually or collaboratively found and solve problems, students' learning outcome will become better; (6) Nurturant effects: students can learn to work together with their peers, student can learn to communicate to express ideas, students can know each other, students can accept and appreciate their peers' different ideas, students can learn their peers who need help, and students will have the sense of solidarity to each other.

The Ignatian (reflective) pedagogy strengths are: (1) Students have the real experience, students are actively involved in the learning process; (2) Students can have the ability and skill to do reflection on their learning experience and find the meaning or value of every material and activity; (3) Students can learn to decide to act as the result of their reflection; (4) Teachers can optimize themselves as the facilitator and motivator in the learning process; (5) Teachers can have a deeper relationship with every student by knowing the students' life contexts.

However, the Ignatian (reflective) pedagogy weaknesses are: (1) Teachers should spend their time for designing syllabus, lesson plan, reflective questions, checking and responding students' reflection; (2) Teachers should spend their time for knowing every student's life context so they can treat their students as unique individuals; (3) Teachers are expected to renew their knowledge and understand the world trends so they can guide students to make reflection and concrete action.

Tuckman' Action Research Model

In this research, the researcher employed action research method proposed by Tuckman on his book entitled *Conducting Educational Research* (Tuckman, Bruce W, & Harper: 2012). The researcher employed Tuckman' action research model since this model is specifically designed for educational action research.

According to Tuckman, there are six stages of action research. The stages can be seen on the picture 2. The process is started by observing and reflecting the problems arise in

the class. This process belongs to ask a question and read and review. Ask a question is the stage where the researcher does field observation, finds problems in the class and makes questions related to that problem. While in read and review, the researcher reads scientific journals that correlate with the problems found on the field and solutions that will be proposed for that problems. The next stage is planning or designing and implementing solutions for the learning process. Then, the researcher interprets and disseminates the data. Bruce W, and Harper (2012:422) state that those stages can be differentiated into two big stages, namely arm stage as the preparation process and act stage as the implementation of research agenda.

Phase I: Arm

Arm phase is the action research preparation process. It includes:

- 1) Ask: formulating research question(s)
- 2) Read: Exploring and researching literature sources related to the problems and the solution of the topic
- 3) Make a plan: Creating a learning process design

Phase II: Act

Act phase is the process of implementing the learning process design for action research. It includes:

- 1) Analyze: gathering and analyzing data.
- 2) Course of Action: distribute the written result of data gathering and analysis to other people so they will know and try to implement it.
- 3) Try it Out: Implementing the results to the learning process in the class.

METHOD

In this research, the researcher employed action research adopting Tuckman, Bruce W, and Happer's (2012) model.

The researcher acted as the researcher, lesson designer, research instruments designer, and data analyst. The researcher collaborated with Class VB teachers of SD Kanisius Sengkan Yogyakarta, as the teacher in the Class VB. In this action research, the researcher observed together with the class VA classroom teacher.

The researcher did the research at Class VB of SD Kanisius Sengkan Yogyakarta. SD Kanisius Sengkan is located in Jalan Kaliurang KM 7, Sengkan, Condongcatu, Depok, Sleman, Daerah Istimewa Yogyakarta. This school is under Yayasan Pendidikan Kanisius supervision.

The subjects of this research were all of the Class VB students at Sekolah Dasar Kanisius Sengkan Yogyakarta. They were twenty three boys and seventeen girls so there were forty students in total.

Data and Data Sources

Data gathered in this study were from the events and information of the students learning outcomes in natural science subject of the Class VB students at SD Kanisius Sengkan. The data was provided by the class VB classroom teacher and school principal of SD Kanisius Sengkan.

The documents and archives were in the form of students' test scores. Data gathering was done by the researcher by: (1) learning process direct observation; (2) pretest and posttest; (3) learning process video recording; (4) archives and documents about KTSP, syllabus, lesson plans, students' worksheets, pretest, and posttest results.

Research Instruments

The research instruments were employed to gather the data about students' learning outcomes in natural science subject after the implementation of Ignatian (reflective) pedagogical paradigm. It was in the form of cognitive learning outcomes, students' motivation, and students' activity questionnaire.

The scale used for students' activity questionnaire was Guttman's scale. The Guttman's scale is a distinct measurement by using —yes| and —no| statement, so the researcher will get distinct results (Riduwan, 2004: 91).

Students Learning Motivation Measuring Instrument

The questionnaire consists of thirty questions that can be distributed into four stages according to Likert scale. The answer for each instruments item has a variation from very positive to very negative. Below is the interval used to measure students motivation.

Learning Motivation Analysis:

The formulation for counting the students' learning motivation percentage (adapted from Arikunto, 2010).

Data Analysis Techniques

Validity Test

Validity instrument relates to how far the instrument measures the data. In the instrument arrangement, the validity questionnaires used are contents validity and test items validity. The validity indicates on how far the measuring instruments can represent all aspects considered as the concept framework (Ancok in Singarimbun and Effendi, 1989). Content validity is used by arranging instruments guideline, thus the formulated instrument is sufficient (Arikunto,1996).

Moreover, content validity is done by elaborating the whole materials that should be

measured to the respondents, then identifying the questionnaire items. If all of the indicators have represented by sufficient instruments items, so the instrument is considered valid. To know whether the instrument has represented all the examined content, the researcher needs to do expert validation in order to verify the questionnaire contents systematically and to evaluate the questionnaire relevance towards the examined field. Then, to validate the test items empirically, the researcher did some trials by correlating the items score and total score by using Correlation Product Moment by Pearson by using this following formula. After the r_{xy} value is obtained, then to decide whether every item is valid or not, the researcher used the 0.05 significant level. If the probability (p) is smaller or equal to 0.05, then the questionnaire is valid, otherwise, it is considered invalid.

Reliability Test

Instrument reliability is the instrument stability, steadiness, reliability, accuracy, and reliability. Therefore Instrument reliability is the degree of constancy of the measuring instrument to measure what should be measured. In testing the reliability of the instrument. This study used Cronbach Alpha formula (Arikunto, 1985).

DISCUSSION

This study employed classroom action research method with two cycles to determine the' learning outcome and motivation development of students of class V SD Kanisius Sengkan in natural science class. The class VB students' motivation frequency description consists of thirty questions which can be differentiated into three types of tests, namely pretest, cycle 1 posttest and cycle 2 posttest. From the learning process and class observation and proved with the pretest, cycle 1 posttest and cycle 2 posttest results, it shows in the table

Students' Average Motivation Scores Descriptive Statistics

| Descriptive Statistics | | | | | |
|---|----|---------|---------|---------|----------|
| | N | Minimum | Maximum | Sum | Mean |
| Pretest score of students' learning motivation | 40 | 45.00 | 121.00 | 3586.00 | 89.6500 |
| Valid N (Listwise) | 40 | | | | |
| Descriptive Statistics | | | | | |
| | N | Minimum | Maximum | Sum | Mean |
| Posttest score of students' learning motivation - cycle 1 | 40 | 73.00 | 136.00 | 4329.00 | 108.2250 |
| Valid N (Listwise) | 40 | | | | |
| Descriptive Statistics | | | | | |
| | N | Minimum | Maximum | Sum | Mean |
| Posttest score of students' learning motivation - cycle 1 | 40 | 81.00 | 135.00 | 4642.00 | 116.0500 |
| Valid N (Listwise) | 40 | | | | |

From the students' average motivation descriptive statistics as can be seen from pretest 1, cycle 1 posttest, cycle 2 posttest, the researcher proposes Class VB students' average motivation score on natural science class in the form of a table as follows:

Table 2. Class VB Students' Average Learning Motivation Scores

| Class VB Students' Average Learning Motivation Scores | | |
|---|------------------|------------------|
| Pre test | Posttest cycle 1 | Posttest cycle 2 |
| 89,65 | 108,22 | 116,05 |

From table 2.1 and picture 3.1, it can be concluded that students' average learning motivation is increasing. The pretest was done for all class VB students. The cycle 1 posttest was done after the students experienced learning process with Ignatian pedagogical paradigm.

However, the result is not yet optimal. The researcher and class VB classroom teacher did reflection and make some changes in the learning process responding to the cycle 1 result. The cycle 2 posttest result was the result of the strategy changes and it was also the result of strengthening the Ignatian (reflective) pedagogical paradigm implementation. The result was very significant in improving students' learning motivation.

The class VB students' learning outcome description consists of twenty questions which can be differentiated into three types of tests, namely pretest, cycle 1 posttest and cycle 2 posttest. From the learning process and class observation and proved with the pretest, cycle 1 posttest and cycle 2 posttest results, it shows that:

Students' Average Learning Outcome Scores Descriptive Statistics

| Descriptive Statistics | | | | | |
|--|----|---------|---------|--------|---------|
| | N | Minimum | Maximum | Sum | Mean |
| Pretest score of students' learning motivation | 40 | 4.00 | 16.00 | 453.00 | 11.3250 |
| Valid N (Listwise) | 40 | | | | |

| Descriptive Statistics | | | | | |
|---|----|---------|---------|--------|--------|
| | N | Minimum | Maximum | Sum | Mean |
| Posttest score of students' learning motivation - cycle 1 | 40 | 7.00 | 16.00 | 554.00 | 13.850 |
| Valid N (Listwise) | 40 | | | | |

| Descriptive Statistics | | | | | |
|---|----|---------|---------|--------|---------|
| | N | Minimum | Maximum | Sum | Mean |
| Posttest score of students' learning motivation - cycle 1 | 40 | 9.00 | 19.00 | 601.00 | 15.0250 |
| Valid N (Listwise) | 40 | | | | |

From the students' average learning outcomes descriptive statistics as can be seen from pretest 1, cycle 1 posttest, cycle 2 posttest, the researcher proposes Class VB students' average learning outcomes score on natural science class in the form of a table as follows:

Table 3. Class VB Students' Average Learning Outcome Scores

| Class VB Students' Average Learning Outcome Scores | | |
|--|------------------|------------------|
| Pre test | Posttest Cycle 1 | Posttest Cycle 2 |
| 11,32 | 13,85 | 15,02 |

From table 3.1 and picture 4.1, it can be concluded that students' average learning outcome is increasing. The pretest was done for all class VB students. The cycle 1 posttest was done after the students experienced learning process with Ignatian pedagogical paradigm.

However, the result is not yet optimal. The researcher and class VB classroom teacher did reflection and make some changes in the learning process responding to the cycle 1 result. The posttest cycle 2 result was the result of the strategy changes and it was also the result of strengthening the Ignatian (reflective) pedagogical paradigm implementation. The result was very significant in improving students' learning outcomes.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the classroom action research conducted by the researcher on the implementation of Ignatian (Reflective) pedagogical paradigm learning strategies to improve Class VB students' learning outcomes and motivation to learn natural science at SD Kanisius Yogyakarta Sengkan, it can be deduced as follows: 1. The Class VB of SD Kanisius Sengkan students' average learning outcome scores in cycle 1 is 13.85 and in the second cycle is 15.03. There was an average increase of the students' learning outcomes after the implementation of Ignatian (reflective) pedagogical paradigm. The average difference in the students' learning outcomes from cycle 1 and cycle 2 is 1.175, where the students' learning outcome average scores in cycle 1 is lower than in the cycle 2. 2. The Class VB of SD Kanisius Sengkan students' average learning motivation scores in cycle 1 is 108.23 and in the second cycle is 116.05. There was an average increase of the students' motivation after the implementation of Ignatian (reflective) pedagogical paradigm. The average difference in the students' learning outcomes from cycle 1 and cycle 2 is 7.825, where the students' learning motivation average score in cycle 1 is lower than in the cycle 2.

Suggestions

1. For a science teacher at the elementary school: the things that must be considered and done so that learning science at school level base more efficient, effective and attractive with the implementation of Ignatian (reflective) pedagogical paradigm learning strategies are as follows: a. Teachers make the syllabus, lesson plan (RPP) and integrate elements of the Ignatian (reflective) pedagogical paradigm, namely context, experience, reflection, action and evaluation into a unified unit in it. b. Teachers make reflective questions in any teaching materials that will be provided for

students when the learning process was done. In making reflection questions, there are three essential things that must be considered by the teacher, namely (1) Asking what has been done; (2) Asking what values contained in any teaching materials; (3) Asking follow-up plan; c. Teachers provide or make a special reflection book to record various types of events that occur during the learning processes happen. The goal is to make the improvement and development of the learning process. d. Teachers read and make written response for students' reflection so intensive communication will happen between teachers and students and parents. e. Teachers act as facilitators and motivators in the learning process. The basic principle of the implementation of Ignatian (reflective) pedagogical paradigm is that the role of the teachers is as facilitators. Teachers must have a spiritual relationship with students with truly understanding of the students' lives context. As motivators, teachers must continually give motivation for each student in the learning process. f. Teachers creatively and innovatively prepare, use or create media that appropriate with teaching materials. g. Teachers read and make written responses so that intensive communication happens between teachers and students and parents.

2. For School Principal or Head of the Institution: there must be a commitment and agreement with all members school community to carry out the Ignatian (reflective) pedagogical paradigm learning based. The agreement must be in the form of written agreement signed by all school communities / principals / head of the institution. Head of the institution regularly and continually held a joint reflection with the entire school community to reflect the implementation of the Ignatian (reflective) pedagogical paradigm learning based.
3. For researchers or education experts: the researcher expects there will be similar research on subjects other than natural sciences, both for primary school, junior high school, senior high school and university.

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SELF AS A TRANSPERSONAL DIMENSION OF HUMAN CAPACITY IN EDUCATION ACTIVITIES (An Analysis Perspective of Psychosynthesis In Counseling Psychology)

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ABSTRACT

This article will give a new perspective and assumption about self, how it formed, and developed? and the connection with educational process at this time about education character and creativity to face a networking in ASEAN Economic Community. Most of us agree a great process in a human life was educational process, that begin from a conception and continue along their life span. It shape a ability of human being such cognitive, affective, conative, and psychomotor. This ability is such a mental process that developed through a conciousness and logical process that a human possess. In psychology it call a "self", many of psychology theorist agreed that self is a conciousness process consist of I (knower) and Me (known), even in fenomenologist a human experiencing and learn from environment that will shape their self. Therefore in it development a self become a psychological study, and then appear a social cognitive theory with reciprocal determinism popular at this time to explained the process of self in education and social. Nonetheless, if the self is a mental process the studied must through a holistic perspective, such a psychosynthesis in counseling psychology, self is more than a conciousness but a superconsciousness the capacity of human to understand with deeply and learn a meaning from reality of their life, and be a reflection of their self. In educational process, self will determine the way as long as a mind has reflection of their meaningful experience and make the person creatively.. must have a vision for the future in order to face the challenges of the future, with a creative, innovative and consistent.

Keywords: *Self, Transpersonal Dimension, Education, Psychosynthesis, Creative*

Developments and changes in social and individual of human life. Changes and developments can not be separated from the development of paradigm (mindset) and the increasing need of people to make life more closely and facilitated by a variety of knowledge that has been acquired through education.

Education and global development are the two things that can not be separated, it cause of the process of global development as well as economic development at the present time due to the development of human knowledge and mindset in the educational process. Education changed the order of the human mindset and indirectly alter the order of human needs associated with the economy.

Ken Robinson (1999: 17) "School have complex task. We expect education to prepare young people for the world of work and for economic independence; to enable them to live constructively in responsible communities; and to enable them to live in a tolerant, culturally diverse and Rapidly changing society. Tony Blair (Ken Robinson, 1999: 17) "A Successful creative economy is one of the government's priorities, and a key source of jobs of the future. The only way that we will Compete In These new sectors is through the talents of our people".

Then the education to be a determinant of human development, that was many countries including Indonesia seeks to develop the education system to prepare for global changes in this respect the Asean Economic Community (AEC) that required is talent, the talent and creativity. Education is the key to the development of individual creativity-individual it self, and also never be separated from the study of how to improve the personal to be more creative.

In counseling psychology who directs the study on mental health and mind in life is the term how to establish self itself. In psychology there are some psychological strength that discusses the self that is the power of a great psychological influence in education and social life in the period of the 20th century to the present is the power neobehavioristik. Had the assumption that human behavior occur not solely due to environmental stimuli (reactor) but also has impact on the environment (actor) (Bandura, 1986,1997,2000), it was stated by Bandura (1986) in his social foundation of thought and action. Bandura stated that in human social life there are cognitive processes and actions in behavior, not merely imitate, but to observe the event of environment through processes of attention, retention, production and motivation. In this form the process conditions of human action in the social environment, making the behavior does not depend on the environment but also individual determine

in the environment with the formula reciprocal determinism

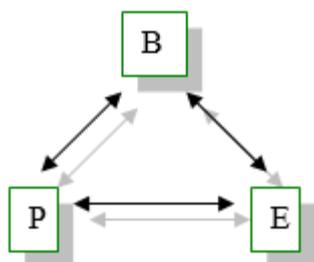


Figure.1.1. Formulation Triadic Reciprocal determinism of Albert Bandura

Person (P), Behavior (B) and Environment (E) mutually determine the interactions. Person with behavior affects the environment and the environment also have an influence and determine such person and behavior. Then it is not only the environmental determine the individual behavior, but individual also determines the environment. This is the concept of social cognitive theory gives rise to a form of empirical experience on which to base a human in the context of self-belief. Their mastery experience, vicarious experience, social persuasion, and emotional state becomes a source of self-efficacy. According to Bandura (1986: 391) "Social cognitive theory Suggests that self-efficacy," people judgements of their capabilities to organize and execute course of action required to attain designated type of performance ". Individual decisions about their capability to arrange and implement actions that needed to obtain the kind of performance desire with.

Concurrently, Pajares and Miller (1994: 193-203) has also strengthened the theory of self-efficacy through research on the role of self-efficacy as a self belief in mathematical problem solving tasks with path analysis, the results find that self-efficacy can indeed be a predictor and mediate the effect of prior experience in the implementation process of mathematical tasks. Through the process of past experiences of successes ever achieved or studying models of self belief will make its efficacy make men strong in performing the task.

DISCUSSION

Based on previous introduction described that it is important to understand where the education was apparently need to study about self, because education was change process,

that suitable with Clifford Beers (2009: 29) change begins with:

A. Awareness:

1. Conceptualize: discover your passion and the place where your passion intersects with the needs of the world.

2. Explore: Seek to know more about the need you have indentified, search for more knowledge about what is currently being done to meet the need and what more might be done with appropriate support or talent.

B. Belief

3. Understand: Seek to comprehend causes, effects and creative solutions, Recognize the significance of the need and how your involvement might assist in meeting the need as a career choice.

C. Conviction

4. Begin: Take action to right a wrong or expand human endeavour in a given area of need. Seek to find the most satisfying manner in which you might be a part of creating positive change.

D. Commitment

5. Pledge: Promise to dedicate your individual resources to being a change agent.

6. Collaborate: discovery how working with others can enhance the strengths of the effort, as well as adding significance to your own life.

7. Evaluate: Monitor both process and results for continuous improvement.

This view of self belief of Beers explained that in the process of education to understand oneself (self belief) through the stages described above, which confirmed that became a study that is still be a field that deserves to be studied and researched both in terms of learning and social. Are self belief a rise due to environmental factors or because the organism itself has the capacity to affect the environment are made differently with the environment? Through a process transcendent contemplation, meditation, intuition? , Along with it Gergen (1970: 15) explains that of many experts explain the self could be something through the process of people who experience (experiencing) and who knows (knower), but also as a process of experience active where the process of sensing, organizing, remembering , conceptualizing, judging, inductive, and deductive reasoning. The process makes the process of self into the concept of psychological empirical search for truth is sense, logic, etc, intuitive yet transcendent.

In the previous view there is a couple of grooves thinking in psychology is deterministic (too much discuss that humans are viewed as an actor as well as a reactor) as the views of Philip and Horton (1983) (Hergenbahn, 2010: 389) regarding reciprocal determinism proposed by Bandura reject the law of causality standard, because if the environment influence the behavior and the person,

and the person can also affect the environment and behavior, so to see the beginning of the emergence of these interactions ambiguous impression. So also with a view to Bandura (2000) on human agency is still a positivistic view or too good, all that is happening in the process of their social human cognitive traits intentionally, forethought, self reactivity and self-reflective. Fourth this indication could make man capable in their environment, and also impression of swallow the understanding of self belief it self (Hergenhahn, 2010: 384).

The elements of self is still a mental process that sense, logic, etc it is still limited empiricism or also still depends on the facts on the ground, without discussing the beginning of an environment (social group formed) as well as the exclusion of the element of human transcendent. So back to the works of Gergen (1970: 15) "Concept of Self" earlier that there is philosophical process in self such sensing, organizing, remembering, conceptualizing, judging, inductive, and deductive reasoning.

Furthermore, the views Assagioli (2000) (Firman, 2011: 17) regarding the self that contains the "personal realm of existence for most of Reviews their live journey". Self consists of superconsciousness (mental processes) in the field of awareness (interaction process) in this case their experiences determine how far a human reality becomes a reference in the act in daily life.

Along with that concept, has become a self assessment and independent assessment transcendent and a little different from the perspective of social cognitive psychology (social learning) and psychosocial. Because of the assumption of the concept of human behavior by reference to its environment and make modifications based on the environment as well. However, this seemed to rule out social interaction occurs in a social group at the start by the individual (unique) and form its own power in the neighborhood, according as to what these individuals interpret and stepped himself outside the context of empiricism.

Then the assumption in this study, of some previous studies, if the self is a basic element of human psychology to act and behave in which there is a superconsciousness. Then in accordance with the philosophical view in the search for truth using cognitive patterns to capture the reality of life through the process empirical truth.

1. Sense: Reality arrested for capture power through the five senses.
2. Logic: The ability to rationalize all the information received from the senses

3. Ethics: The ability to think to see good and bad things or situations or environments.
4. Intuitive: The ability to grasp the meaning without consideration of time (spontaneous) through intuition.
5. Transcendent: The ability to observe, interpret the existing reality because, according to Immanuel Kant that the reality is a reflection of the strength of transcendent (Paper of Ahmad Faiz et al, 2014).

The transcendent dimension is a self assessment that has not been seen in previous studies. Superconsciousness process is the beginning of man can be as unique individuals in social interaction in a social group. This is because human beings are not always tied to its environment but superconsciousness process that causes humans unique and define the environment, although the environment will also provide a new reality to humans, but it does not mean that humans are influenced by the environment, but the reality of man steeped in transcendent.

The reality explored and interpret by humans as a transcendent reflection of his life. Self also contains the concept of containing phases will their purpose, deliberation, choice, affirmation, plan, and action, realized in the process of social interaction consciousness (self realization) (Firman, 2011: 7). In psychosynthesis describe self-realization will give birth to the so-called "Will" is the result of experience who want to be realized. As well as Firman (2011: 7) The work of building the experience of "will", work that spotlights the reality of ongoing choice points, is some of the most powerful work that can be accomplished. That means if an individual who has a desire to realize he would seek to use the learning experience and to bring "will" / desire to do something new (creativity), that be produced through a process of self learning in education.

Learning is a continuous process which is always experienced by humans in the development of life, whether in the form of experience (experience) and science (knowledge) that is obtained in the form of formal education or through interaction with the social environment. Education is a basic thing in human life, as one system to glorify human glory. The logic is that the better the education system, the better is also the glory of the man himself. Education is not only related to the product (the students) but inputs (teachers and students) and procedures (process in education) (Alfaiz, 2014: 95).

Accordance with the opinion of Ken Robinson (2006)

Talk about learning, learning was a process to found an original idea. "If you do not prepare to be wrong, you will never come up with anything original" that namely a creativity in learning and by

the time they get to be adult most of them lost the capacity, they have Become frightened to be wrong and most of us accompany and stigmatize mistake and now in the national education system were mistake are the worsts thing that student makeup. The result is we are educating people out of creative capacities.

Then the self which is the process of human consciousness in everyday life as a strong foundation in education and learning. When individuals understand themselves as human beings are holistic, then the individual is not only longer limited to intuitively understand himself with the surroundings, but the individual is able to give something new to the environment in which it is awareness of transcendent of himself to interpret him thus giving birth to a sense of will and creativity.

Practitioners and educator should be able to invite people who are educated and even more people can learn to experience and interpret the experience as things to be learned and developed. When we discussed some previous opinion that it is deterministic, transpersonal and philosophically, can be understood that self involves all views in relation to education and social which is transcendent of the human self in empirical life. The following assumptions think in self assessment of the following three perspectives

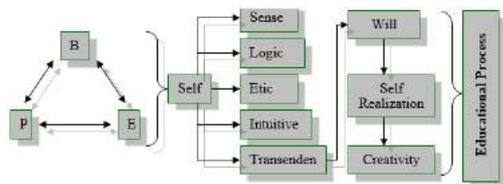


Figure 2. Flow Establishment and Development of Self is transcendent in Education (Developed from Bandura, Empirical Philosophy, Assagioli and Ken Robinson)

IMPLICATIONS

Based on the above exposure can be taken from the perspective of educational implications in counseling psychology

1. Education is a process that is essential in human life, which has become a primary need as well as a determinant in the development of human life.
2. Therefore, education is an important thing, according to UNESCO regarding the education of 30 years to come many college graduates are compared with the world population (Ken Robinson, 2006: Ted Talk)
3. So to improve education is the learning process that not only sharpen the cognitive but rather character, talent, and creativity. otherwise there will be academic inflation

(Ken Robinson, 2006). This is because everyone has an academic degree.

4. To grow high creativity, educators it would need to understand the individual holistically (Self) in the learning process yakniya make learners become themselves according how they assess themselves and educators to help make sense of their lives.
5. Increase the learning process to the extent of thinking transcendent approach to spirituality to see the passion (Will) and how to achieve (Self Realization).

CONCLUSION

Based on the above explanation it can be concluded as follows:

1. Humans have the ability to understand the personal self (Self)
2. Personal understanding is the transcendent in human life, the meaning of each each experience the reality of life, this is a learning process in education.
3. Self Efficacy is a deterministic process between individual self with the environment that is in the process of learning.
4. Transpersonal dimension of self-help in improving the mindset of individuals in the learning process to discover new things such creativity. If the learning process is released from the fear of mistake, it is submitted that the education system make student in the corridor of rigid that the mistakes are the worst thing. While the human must learn from their mistakes.
5. Creativity is the process of finding an original idea (Ken Robinson: 2016), which was found when it could make sense of all the reality experienced by both negative and positive.

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DEVELOPMENT OF TEACHER-DESIGNED SELF-LEARNING KIT IN GEOMETRY FOR THE SUBANEN, MARANAOS, AND VISAYANS

Hambre, Vilma D.

ABSTRACT

This is a comparative study on the development of teacher-designed self-learning kit (SLK) in Geometry for the Subanen, Meranaos, and Visayans, reflecting the culture, tradition and ethnicity of these. The researcher used quasi experimental design involving quantitative and qualitative approaches. Quantitative approach was used to interpret the numerical value obtained in this study. Qualitative approach, on the other hand was used to qualify the data that would triangulate the quantitative results. Achievement test was given to the respondents in the control and experimental groups after the implementation of the SLK. SLK development follows the Taba Model as stated: Diagnoses of needs, formulation of objectives, selection of content, logical organization of content, selection of learning experiences, organization of learning activities, evaluation and means of evaluation. SLK was evaluated in terms of contents and readability, while the effectiveness of the SLK in teaching Geometry, observations and interviews were employed in gathering the information qualitatively, particularly the insights and beliefs of students on self-learning kit. The feedbacks of the teachers regarding the self-learning kit as a tool in the classroom instructions were also considered. Results showed that the mean achievement scores between experimental and control group vary significantly. The traditional method of teaching differs significantly since the teachers have different teaching strategies. The p-value is less than the level of significance at 0.05. The untoward peace and order incident that happened in Lapuyan, Zamboanga del Sur affected so much the performance in the achievement test of both experimental and control groups in the Subanen tribe. All the respondents rated the SLK "excellent" in their evaluation. The student-respondents showed positive insights and perceptions in the use of SLK in their learning process. It enhanced their critical thinking, promoted their creativeness, and interests. Moreover, they become more motivated to learn the concepts and they enjoyed their interactive learning.

Keywords: *Self Learning Kit (SLK), indigenous people, mathematics performance*

Developing Countries lack material resources in teaching Science and Mathematics at all levels (Talisayon, 1990). Lack of textbooks and other resource materials was the primary problem encountered by both Mathematics teachers and students in the Division of Lanao del Norte. Mathematics is a vital subject that cannot be taken for granted since it is the heart of science. However, we cannot escape from reality that there are students who have negative attitudes toward it. Most students consider it as difficult because of endless repetition, meaningless memorization, never ending services of worksheets or fracture exercises, and in general, the lack of interest and understanding in Mathematics. Triangle similarity is one of the topics in Geometry. It deals with a broad application in the real world.

Kline (1996) commented that if Mathematics is indeed a creative activity, what driving force causes men to pursue it? The most obvious, though not necessarily the most important motive for mathematical investigations, is to answer questions arising directly out of social needs. Commercial and financial transaction, navigation, calendar reckoning, construction of bridges, dams, and churches, the design of fortification and

weapons of warfare, and other numerous human pursuits involve problems which can best resolved through Mathematics. The use of mathematics as a universal tool is specifically true of our modern technological age. Quantum leaps that the modern age boasts of could not have been possible without mathematics.

This is the reason why Schoenfield (1992) said that success in Mathematics needs to be built in the classroom. Students need to experience success early when they begin a mathematics class. This success enables them to develop confidence in their ability to do Mathematics, which in turn paves the way for further positive feedback in this field. The proposed Self-Learning Kit (SLK) will help address this need to develop self-confidence in Mathematics among the students.

In addition, several studies have shown that beliefs about oneself have a remarkable connection with success in Mathematics. The more students learn the more confident they become, and the more enjoyable experience of learning it becomes. Therefore, availability of resource materials and teachers, who are major in mathematics, contribute so much to learning-teaching process. On the other hand, feedbacks and observations shared by the students reveal that they are

bored and less interested to listen to the discussions in their mathematics class. The Self-Learning Kit could help address this problem since it would be designed in such a way that students will find it interesting and relevant to them as Subanen, Meranaos, or Visayans.

Moreover, the Department of Science and Technology-Science Education Institute (DOST-SEI) (1998) reiterated that Mathematics and Science continue to be the most difficult subjects up to this time. It is because the results in the National Secondary Achievement Test (NSAT) for two consecutive years, that is 1996 and 1997, were below 50%. In the Division of Lanao del Norte, the results were attributed to the teachers who were not major in the key learning areas in Science, Mathematics, English, and Filipino. Specifically, the least number of teachers (1.4%) have specialized in science and small 6% in Mathematics. These statistics confirmed that many teachers are not well prepared to teach the critical subject areas of Science and Mathematics (Oreta, T. A., 2000). This situation is particularly true in the Lanao Areas, hence, there is a need for Self-Learning Kit to guide these non- Math majors in teaching. Besides, it is a known fact that many teachers, even Math majors, find teaching Geometry difficult. Therefore a Self-Learning Kit (SLK) will be a welcome innovation to facilitate teaching of this subject.

According to Airasian (1994), classrooms are busy places. Every day in every classroom, teachers make decisions about their pupils' behavior, the success of their instruction, the classroom climate and the availability of instructional resources influence not only the nature of instruction but as well as the learning outcomes. For the State Educational Technology Directors Association (SETDA India) (2009), interactive whiteboards in the classroom and other resources resulted in increased student engagement and motivation, greater opportunities for participation and collaboration, improved personal and social skills and self-confidence. It also mentioned that the greater progress in mathematics and science for students in years because of the accommodations of different learning styles, and improved attainment for students with special needs. These needs were considered in designing the Self-Learning Kit purposely for the Subanen, Meranaos and Visayans Ho (2004), observed that the teachers of today are expected to encourage, guide, advice and focus on the learner's knowledge construction and use. But, the learner- centered approach has not in a way diminishes the significance of the

teacher's role in maximizing student learning. She also stated that poor teacher preparation and lack of expertise in the field have contributed to the dismal performance of the Filipino students in the Third International Mathematics Science Study (TIMSS). The same factors have been identified by the Asian Development Banks (ADB) study among the causes of poor scores in the National Achievement Test (NAT) in Science and Mathematics.

Since the teachers are considered the key factors in the students' understanding of Mathematics' concepts, they should have instructional materials that would facilitate the teaching of Mathematics. They believe that a self-learning kit is a tool that enhances learning Mathematics. This kit includes materials of the following activities like giving scenario, problem posing, math trivia, origami, and games, vignettes and math activities. It aims to develop creativity through manipulative processes and thinking skills. It also relates the lesson to the real world.

However, there is a dearth of learning materials in the secondary schools in the Department of Education. This is true in Math particularly in Geometry. Secondly, the existing teaching learning materials do not consider the culture of the learners, specifically their traditions, realities and localities. Hence, these factors make the indigenous students find mathematics alien hence, more difficult.

By developing a Self-Learning Kit (SLK) in Geometry students may be motivated to explore and become more creative. It may erase the negative perceptions of the students towards Mathematics. This kit motivates students to love, and be interested in learning Mathematics particularly Geometry. It is in this light that the researcher developed a Self-Learning Kit (SLK) tailored for Subanen, Meranaos and Visayans. This kit is expected to cater to the level of understanding of the students. At the same time, SLK maybe an instructional materials needed in the Philippines' Response to Indigenous Peoples and Muslim Education (PRIME), School Base Management (SBM) and the Mother Tongue Base (MTB), the curriculum of the Department of Education program.

RESEARCH METHODOLOGY

Research Design

The researcher used quasi experimental posttest only design involving qualitative approaches. Quantitative approach was used to interpret the numerical value obtained in this study. Qualitative approach, on the other hand was used to qualify the data that would triangulate the quantitative results. Moreover, qualitative data need not be analyzed using statistical

Generally, the study was based on experimental design using Self Learning Kit (SLK) as an intervention. The respondents were grouped into control and experimental. They were purposively assigned to their respective groups through pairing of students using their previous grades in Mathematics III and draw lots. Then, achievement test was given to the respondents after the implementation of the SLK.

Observations and interviews were employed in gathering the information qualitatively, particularly the insights and beliefs of students on the self-learning kit, and the feedbacks of the teachers regarding the self-learning kit as a tool in the classroom instructions.

Research Locale

Mindanao is the second largest island of the Philippines, and the southernmost of the country's major islands. It is in this island the study was conducted. The select municipalities around Mindanao were Lapuyan, Zamboanga del Sur; Pantao Ragat, Lanao del Norte; and, Aurora, Zamboanga del Sur. These municipalities are chosen since Subanen, Meranaos, and Visayans are dominant in these places.

Pantao Ragat is located in the province of Lanao Del Norte in Region X. It is specifically situated in Northern Mindanao which is a 5th class municipality. According to the 2007 census, it has a population of 20,097 people. Pantao Ragat Lanao del Norte is a peace-loving municipality. The mayor sees to it that his constituents and visitors are safe from the bandits, and other lawless elements.

Respondents of the Study

The respondents of the study were the third year high school students and their respective teachers of Lapuyan National High School (LNHS), Pantao Ragat Agro Industrial High School (PRAIHS), and Commonwealth National High School (CNHS). The teacher-respondents handle both the experimental and control groups. These students belong to the tribe of Subanens, Meranaos, and Visayans.

Sampling Procedure

The respondents were taken from the three (3) schools in Mindanao, namely: LNHS, PRAIHS, and CNHS which are predominantly Subanen, Meranao, and Visayan tribes.

Pairing of respondents was based on the third grading period grades in math. Not all students in table intact classes served as

Table 1 Respondents of the Study According to Schools

| Tribes | Group | | Total |
|--|--------------|-----------|------------|
| | Experimental | Control | |
| Lapuyan National High School (LNHS) Subanen | 16 | 16 | 32 |
| Pantao Ragat Agro Industrial High School (PRAIHS) Meranao | 29 | 29 | 58 |
| Commonwealth National High School (CNHS) Visayan | 20 | 20 | 40 |
| Total | 65 | 65 | 130 |

respondent's presents the number of respondents after match pairing.

Research Instruments and Their Validity

This study used six (6) different sets of tests, namely: Achievement Test, Self-Learning Kit (SLK), Readability Test, Journal Writing, SLK Evaluation Checklist, and Teacher's Evaluation Checklist. These instruments were all used to gather the data.

Achievement test. Achievement test was constructed by the researcher based on the topic on triangle similarity which is chapter 5 in the textbook of the Department of Education. A table of specifications composed of 40 questions was constructed by the researcher. These were distributed according to subtopics. The test was validated by experts in mathematics who are Doctor of Philosophy in Mathematics. After it has been validated, the researcher piloted the instrument to the fourth year high school students in Marcela T. Mabanta National High School (MTMNS) at Libertad, Kauswagan, Lanao del Norte, a comparable group to the respondents for the reliability, and its coefficient.

Self-Learning kit. (SLK) Self-learning kit was constructed by the researcher considering the culture, tradition, and ethnicity of each tribe. It provides the students the opportunities to enhance their skills in reasoning, thinking, computing, and accuracy in tackling real life situations. It also develops their personality and intellectual ability, which in turn lays the foundation to develop positive self-confidence. This may help the students in changing their attitude from being dependent to independent learners. It consists of a wide range of materials collected for the purpose stated, at the same time; these will be used during teaching-learning process in mathematics. This kit will be solely for the third year high school students taking Geometry for their Mathematics subject. This SLK also serves as the main instrument in conveying the concepts in Geometry, specifically on the topic triangle similarity.

Readability Test

The SLK was evaluated in terms of its readability of the users. Dubay (2004) defines readability as the factors that make some texts easier to read than others. Dale and Chall (1949) added that it is the totality of those elements within a given piece of printed material that affect the success a group of readers who have it. The success is up to the extent to which they understand it, read it at an optimal speed, and find it interesting.

The Fry Graph Readability Formula was developed by Edward Fry. He was a Fulbright Scholar in Uganda, where he helped the teachers in teaching English Second Language (ESL). Fry constructed readability test based on a graph.

This graph-based test determined readability through high school by using data from primary and secondary schools. The results were then validated by other formulas the Journal of Reading (1968). Continuously Fry extended the graph to primary levels even to college years. It is because he believes that an individual's vocabulary continues to grow during college years, but the reading ability varies depending on the individual and the subjects taught. With this significant achievement in Reading, Fry became the Director of the Reading Center at Rutgers University and considered as authority on how people learn to read. This readability test can be used to see if the texts used are the recommended Fry reading level for the respondents and for further curriculum modification.

Journal Writing is another tool where the students expressed their perceptions, thinking and feelings in using the self-learning kit. This was done regularly on a daily or weekly basis so that the observation was properly documented. This tool can also validate the response of the respondents of the other instrument of this study.

Evaluation Checklist is a tool to evaluate the effectiveness of the Self-Learning Kit (SLK) considering its objectives. It evaluates the following parts of the SLK, namely: Cover Page, Overview, Jumpstart, Lesson Proper, Layout, Overall Content, Writing Mechanism, Self-Assessment Questions, and Citations. The response scoring has the following scale and equivalent description 1.0 – 1.74 – Poor, 1.75 – 2.49 – Good, 2.50 – 3.24 – Very Good, and 3.25 – 4.00 – Excellent.

Teacher's Observation Checklist is used in monitoring the performance of the teachers in

the implementation of the SLK. The classroom instructional observation are answerable by YES/NO or Not at All (NA). The researcher also does some observations o the performance of the teachers for improvement of their teaching skills.

For the details of the implementation of the SLK, a work plan on the next page was conceptualized by the researcher. This also served as the major guide in the conduct of the study.

Statistical Tools and Data Analysis Procedure

The following tools were used to analyze the data quantitatively:

1. Frequency and percentage distribution were used to establish the profile of the respondents as to the demographic profile and performance in the achievement test
2. To test the significance of the differences in the achievement test of the three tribal groups o f students, t- test of difference was computed.
3. To test the variance, Analysis of Variance of the Achievement Scores of the experimental and control group.
4. To test the multiple comparisons of the three tribes both the experimental and control groups was used, Tukey's Test was used.
5. The perceptions and evaluation of the Self-Learning Kit (SLK) was determined through class observations and interviews.

For qualitative data analysis, the researcher used coding system, to maintain the confidentiality of the ideas or opinions of the informants. For the respective Mathematics teachers of the respondents they were coded with the used of their name initials. Since there were only three teachers involved, they are coded as Teacher F in Lapuyan, Teacher R, in Pantao Ragat, and Teacher I in Commonwealth.

The opinions and ideas of respondents during their interviews and their journal writing were analyzed through descriptions and comparisons. Comparisons were used by the researcher in presenting contradicting ideas or opinions of the respondents. The student-respondents were coded as Subanen student/s, Meranao student/s, and Visayan student/s.

Summary of Findings

This research study on, "Development of Teacher-Designed Self-Learning Kit in Geometry, for the Subanen, Meranao and Visayan" was aims to evaluate the SLK and help students learn Geometry in an enjoyable and interesting way particularly on triangle similarity through hands –

on and interactive learning. Based on the data gathered the following findings emerged:

1. Most of the Meranao and Visayan tribe respondents are female for while in the Subanen tribe male and female respondents are almost equal.
2. Majority of the respondent's age in the two groups of Subanen tribe and Meranao tribe falls within sixteen (16) years of age while in the Visayan tribe both experimental and control groups are fifteen (15) years of age. Only few of the respondents belong to eighteen years and above.
3. Majority of the Subanen tribe are Alliance and Baptist while Meranao tribe is one hundred percent Islam. The majority of the Visayan tribe, both experimental and control groups are Roman Catholic
4. The parents' educational attainment of the Subanen respondents in the experimental group is at elementary level while the control group, secondary level. Some of the parents for Meranao tribe in experimental group are college graduates and elementary graduates, while in the control group are college level and secondary graduates. For Visayan tribe, majority of their parents are secondary graduates.
5. The parent's income of the respondents of the three tribes is below poverty line.
6. Farming is the primary occupation of the parents of the three respondent tribes for both experimental and control groups. Very few are professionals in the Subanen and Visayan tribes while there are more professionals among the parents of the Meranao tribe.
7. The previous grades of the respondents in the three tribes mostly fall within 80 – 84 ranges.
Only one student in the Meranao tribe control group has a grade ranging from 95 – 99, while few respondents from the three tribes have a grade ranging from 90 – 94.
8. Among the control group, Visayan tribe has the highest mean of 21.60 followed by the Meranao tribe with a mean of 21.59, and the lowest mean is the Subanen tribe with 9.81. In the experimental group; the highest mean is still in the Visayan tribe with a mean of 34.05, followed by Meranao tribe with a mean of 33.83 and the lowest mean of 19.63 is obtained by the Subanen tribe. Therefore, the Visayan tribe in both the experimental and control groups have the highest mean, followed by the Meranao, and then Subanen tribe. It also shows that the experimental groups of the three tribes have a higher mean as compared to the control

- group. It signifies that the students in the experimental group perform better than the control group.
9. The Self-Learning Kit (SLK) is effective as a tool in teaching triangle similarity, since mean achievement scores between experimental and control groups vary significantly at 0.05 level of significance among the three groups of respondents.
 10. The mean achievement scores of the three tribes in the control group vary significantly. It implies that the traditional method of teaching differ significantly among the three tribes since the teacher-respondents have different teaching strategies.
 11. The Visayan and Meranao tribes in the control group have higher mean scores as compared to the Subanen tribe. It means that the unexpected peace and order incident that happened in Lapuyan, Zamboanga del Sur affected so much the performance of the Subanen respondents in the achievement test of both experimental and control groups.
 12. The p-value is less than the level of significance at 0.05. Therefore, the H₀ is rejected. This means that the mean scores of the Subanen tribe differ significantly from the mean scores of Meranao and Vesayan tribes.
 13. In the evaluation of Self-Learning Kit (SLK), all respondents rated it "excellent".
 14. The teacher and student-respondents showed positive insights and perceptions on the use of SLK in their teaching-learning process.

Conclusion

Only one hypothesis was tested in the study. From the results of data analysis, the conclusions were drawn:

Using t-test of independent samples, the results showed that there is significant difference in their post-test result among Meranao and Visayan tribes. Therefore, the null hypothesis is rejected at 0.05 level of significance.

All the teacher and student-respondents favor and appreciate the SLK, and find it effective in the teaching-learning processes in their respective classes. The student respondents showed positive insights and perceptions in using SLK in their learning process. It enhances their critical thinking; promote their creativity, and interests. Moreover, they become more motivated to learn the concepts and enjoy their interactive learning especially that the different activities and problems posted in the SLK were based on real-life situations reflecting the culture, tradition, and ethnicity of the Subanen, Meranao, Visayan tribes.

Implications to Education

The SLK was found to be effective in promoting learning when used in teaching Geometry as shown by the results of the study. The experimental group had higher achievement scores, both teacher and student-respondents greatly favored the use of SLK in teaching -learning Geometry; it developed a higher order and creative thinking skills, problem solving skills were enhanced and positive attitude and interest among teacher and student were deepened. This implies that the researcher developed SLK reflecting the culture, tradition, ethnicity of the Subanen, Meranao, and Visayan, has adequately shown to have the potentials to bring about effective and efficient teaching and learning of math among the IPs and the Meranaos.

Education is based on the principle that all children can and have a right to learn. Diversity may be age, gender, religion; ethnicity, culture, language or disability is expected and valued in any population. To fairly and equitably meet the needs of the diversity of learners, the learning environments and processes and educational structures and systems need to be adaptable and context to better able meet the needs of all learners (PRIME Programs, 2011). Hence this study is a timely response to this program Philippines' Response to Indigenous Peoples' and Muslim Education (PRIME) of the Department of Education (DepEd). The study developed SLK catered to the IPs namely: Subanen, Meranao, and Visayan, reflecting their cultures and traditions.

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USE OF THE GENRE-BASED APPROACH TO TEACHING WRITING AS MEDIATIONAL TECHNIQUE APPLIED TO SENIOR HIGH SCHOOL STUDENTS

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ABSTRACT

*This study was undertaken as a modest contribution to writing pedagogy by trying out the application of the genre-based approach to the teaching of writing to fourth year high school students in two schools, specifically, MSU-Balindong to represent the public schools and Philippine Integrated School (PIS) to represent the private schools operating in Marawi City. The genre-based approach to writing instruction familiarizes learners with the 'moves' of a genre and raises awareness of the linguistic features associated with the moves as a way to overcome learners' difficulties in writing appropriately and effectively. This paper addresses the need to help learners make their choices in deciding what kind of information should be put in their writing and to apply the appropriate conventions and moves in order to create meaningful and purposeful texts. A number of genre analysis strategies are presented to demonstrate how learners can be taught to modify and blend their choices of words according to the contexts in which they write. Ninety-six (96) respondents equally distributed between the two schools participated in this study. The control groups in both schools were taught through the traditional transmission mode-lecturing style while the experimental groups were taught using the genre-based approach (GBA). This study is a descriptive-correlational type of research in terms of nature and purpose. It adopted the quasi-experimental and control-experimental design to achieve its purpose. To obtain the desired data, the following instruments were used: a self-constructed questionnaire to obtain information for the demographic profile of the respondents in terms of gender, media exposure, and writing training/exposure; a modified English Language Proficiency Test (adapted from the ELPT of the Language and Media Center) to determine the overall average English proficiency levels of the two groups of respondents; and self-constructed writing tests for the pretest and the posttest. Interviews were also held with a smaller sample representing each of the two schools. In interpreting the data, the statistical tools used were frequency and percentage distribution to derive the mean and standard deviation. To ascertain any existing correlation and the level of significance in the hypothesis testing, Pearson's *r* moment correlation was used. Levene's test was conducted to ascertain that there was basis for comparison.*

Keywords: *genre-based approach, teaching writing, mediational technique*

Writing, like any skill, can be learned, cultivated, and mastered through proper training and resolute, patient and diligent practice. Cultivation of the skill must, however, start early. The Conrad conundrum is an isolated case. Joseph Conrad, a writer of masterpieces who learned the medium for his novels rather late in life, that is, in his twenties, was born with extraordinary gifts as an artist. His case could not therefore be considered representative or typical. Unfortunately, too, writing is a relatively neglected and less developed and practiced skill among high school and even college students not because it is given short shrift in the curricula, but partly because of some misconceptions and apprehensions concerning writing.

One of such myths is the tendency of many to see writing as a special or even divine gift which suggests that the common herd is not endowed with it. As the old Latin saying goes, "Poeta nascitur, non fit." Writers are born, not made. Convinced that this is some "eternal and universal truth," the generality of students

never develop the knack for, or interest in, writing. They leave the field to those believed to be favored by the Muses, or the gifted ones.

There are indications that English courses are not producing students adequately equipped with even basic writing skills needed in the different professions. In fact, as Sarcina's study revealed, there are some courses or job market requirements that the MSU's service departments failed to meet to prepare students for the real world job markets: catalogues, essays, leaflets/promotional materials, oral reports using multi-media technologies like PowerPoint presentation, progress reports, research papers, thesis proposals, and visual materials.

The researcher believes that among students who enter college and later on drop out or just plod along with their depressed academic performance are likely to be found those experiencing learning difficulties because they have not moved beyond the level of proficiency known as BICS. She has this conviction that the writing inadequacies or weaknesses of college students and University graduates should have been addressed in earlier years. Whatever potential or budding talent

individuals are endowed with must be developed and tapped in the formative years, when the foundations for future development are being laid. Finding remedy for the problem in college or beyond may prove too late. As Carolina A. Nunez s voiced out in a paper on cohesion vs coherence read at the 2008 Conference and General Meeting: World Englishes and Second Language Teaching and Learning”, many composition teachers, despairing of their efforts, are inclined to resign themselves to the “futility of ever reading an error-free composition.”

Such teachers, however, need reminding that “error-free composition” is impossibility in an ESL setting. What they should do, perhaps, is change tack or develops strategies for helping students overcome their writing difficulties. They should take more seriously as a challenge and wake-up call those uncharitable remarks of executives concerning application letters that reach their tables – e.g. “mutilations of the King’s language,” fractured or broken English,” “carabao English.” These, to be sure, sound brutal and harsh in their candor, but should in a way conscientize English teachers instead of driving them to despair and conceding defeat. As an oft-quoted platitude goes, “we are judged by our products.” Although it is unfair to blame teachers solely for the deplorable state of affairs in the area under consideration, they at the same time should not be absolved from responsibility.

This researcher is only too well acquainted with the writing difficulties of younger students. She has lived with these problems for some years as a teacher. Like that Effective Writing teacher, she also constantly encounters the same manifestations of learning disability (LD) or undeveloped writing skill: lack of coherence, shorter compositions that are bereft of development, a profusion of ungrammaticalities, coarseness or lack of polish. Students crippled by such learning disability “have difficulty organizing texts, generating ideas, and applying meta-cognitive skills (McAlister et al. 1999).

Such deficiency is cause for serious reflection. If this is the situation in the MSU-ILS as far as writing proficiency is concerned, what expectations can one entertain of high schools over which the MSU exercises oversight functions and other private schools that have proliferated in Marawi City in the last decade? Given the decidedly more favorable conditions under which MSU-ILS operates, even the more reticent observer must wonder aloud why its students registered a poor showing on the writing proficiency test. Eager

to find the answer to this question and other related problems as a prelude to devising strategies or techniques that may help enhance the English language writing ability of college-bound high school students, the researcher set out to conduct her own investigation.

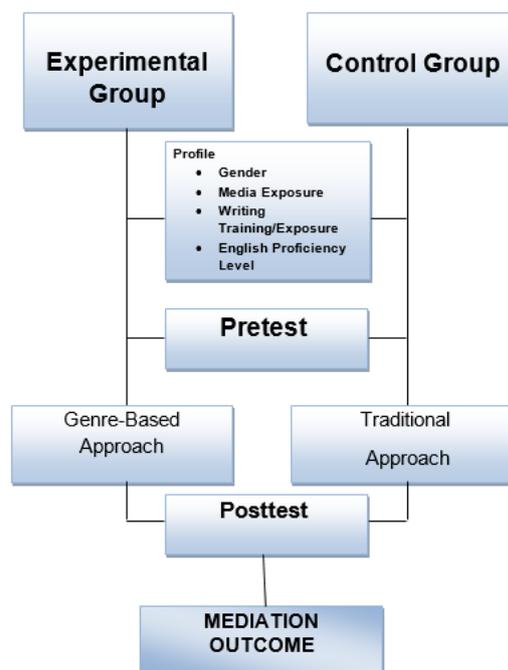


Figure 1. Schematic Diagram of the Conceptual Framework

Research Design

This study is basically descriptive-correlational and quasi-experimental in nature and purpose, hence, necessitating the combined use of the qualitative and quantitative designs and the experimental-control group procedure. It tested for significance the genre-based approach to teaching/learning writing as mediational technique, in relation to the dependent variable, i.e., the respondents’ response and writing performance, the latter as gauged from their performance on the posttest, following exposure to the treatment under study to which the experimental group of each school was exposed.

Determination of the demographic profile of the respondents and their overall average performance (by school) on the modified English Language Proficiency Test were done in the early stage of the research. A writing pretest was administered to establish homogeneity and eliminate possible bias in the assignment of the respondents to the control and experimental groups. Null hypotheses were formulated to confirm/disconfirm the following: 1) assumed correlation/ significance between the results of the posttest and the treatment employed; 2) difference between the pretest and posttest results; and 3) difference between the pretest and posttest results of the MSU-Balindong and

Philippine Integrated School groups of respondents.

Locale of the Study

The study, as planned, was conducted in two chosen research sites: MSU-Balindong Community High School in the Municipality of Balindong and the Philippine Integrated School (PIS) in Bangon, Marawi City. The former, one of the over thirty-five community high schools of the Mindanao State University-Main Campus in Marawi, represents the public schools, while the former represents the private schools operating in the city.



Research Instruments

To gather needed data, the researcher utilized a number of measuring instruments. First of these is the English Language Proficiency Test (ELPT) adapted from the ELPT administered by the Language Center. This was administered to all the respondents to determine their average overall proficiency level (by school, not individually).

Other instruments were the writing pretest and posttest: the pretest, at the start of the inquiry, that is, before the mediation technique (the genre-based approach to teaching writing), and the posttest, after the application of said mediation.

Major findings of the study:

1. A great majority of the respondents, forming 74.77% of the sample of ninety six (96) are female; only a third of this number or 25.22% are male.

2. With respect to media exposure, specifically printed reading materials that majority of the respondents have access to at home, the longer list of possible choices was shortened to a list of four, ranked as follows: books, 1st; magazines, 2nd; comics/fiction, 3rd; and fiction/comics, 4th.. The top five television programs regularly watched, with slight variations in the ranking are: Newswatch and teleseries/telenovelas vying for the 1st rank; animated shows and game shows ranked 2nd or 3rd ; and educational programs securely or consistently in the 5th place. Named to the top of the list of computer programs that they have access to are the following: Social Networks like Facebook; Google; YouTube; Games; and Yahoo. As to the movie or film genres preferred, these are the top five choices: adventures, horror movies, animated films, historical movies, and fantasy. The fifth genre to complete the short list varies: fantasy for the MSU-Balindong group and mystery/crime films for the PIS respondents.
3. The third category or characteristic, writing exposure/training, has the following results: for writing activities/tasks engaged in, at the top of the chart are letter writing, report writing, diary entries, creative writing, dialogue journal; and e-mailing; for writing training, the leading training forms are brainstorming, writing for school paper, self-correction/editing, learning logs/journal. speech writing; and essay writing for a contest; and for writing genres exposed to in school, the most popular choices are summary/plot outline, research articles, persuasive writing, narratives (e.g. personal essays); and news reports. The MSU-Balindong group added to their short list procedural (e.g. recipes or performing an experiment), while the PIS sample included film reviews.
4. The overall average English proficiency level of the respondents, regardless of school, lies somewhere between Low Intermediate (20.8%) and High Beginner (16.7%). This amounts to a kinder estimate. A stricter or more conservative estimate is between High Beginner (16.7) and Low Beginner (21.9). A large proportion of the total sample (35.4%) fell into the bottom level, Novice. Despite the not-too-good overall result of the ELPT, the PIS group gained an edge over the MSU-Balindong group, based on their numerical dominance in the upper levels of the scale, the High intermediate and the Low Intermediate. In contrast, there were larger numbers of MSU-Balindong takers in the lower levels, specifically.
5. The results of the pretest administered to the experimental and control groups established that the variances of the two groups were the same which could be safely interpreted as

meaning homogeneity, that is, they set off on the same footing, thus there was basis for comparison. Levene's test was used to determine that there was indeed homogeneity as a basis for comparison. Based on the pretest mean scores between the MSU-Balindong (15.3519) and PIS (15.8136), the null hypothesis H_0 : Variances of the two groups are the same is not rejected. The test statistics used in rejecting H_0 is F-test and has a value of 1.164 and p-value of 0.283 which is greater than 0.05 level of significance. Thus null hypothesis H_0 : There is no significant mean difference in the two groups' performance in the pretest is not rejected. Therefore the result is not significant.

6. The results of the posttest for the PIS and Balindong groups show low positive correlation. The null hypothesis H_0 : There is no significant relationship between the respondents' performance in the pretest and the posttest is rejected. The result is significant. In testing this, the test statistic used is the Pearson's r ; the value of the correlation coefficient (r) for the pretest and the posttest is $r=0.454$ with a p-value of 0.000, which is lesser than the 0.05 level of significance, hence, the rejection of the above-stated null hypothesis.
7. The third null hypothesis, H_{03} : There is no mean difference between the posttest performance of MSU-Balindong and the PIS, is rejected. The result is significant. The mean score for MSU is 14.2708 while for PIS, it is 16.7708. The difference is, however, slight.
8. Interviews held with some respondents of the two schools revealed a generally positive response to the Genre-Based Approach. Counted among the gains that could be claimed for this technique are: fun value; interactive; stimulating and enjoyable; productive; and usefulness in future. The most interesting and stimulating activities associated with the technique are collaborative construction, modeling of texts by the teacher, role play (interview), and individual construction. The respondents of both school found the GBA a welcome relief from boredom and the monotony of deadening routine, which was how they described the traditional method.
9. To obtain the desired data, the following instruments were used: a self-constructed questionnaire to obtain information for the demographic profile of the respondents in terms of gender, media exposure, and writing training/exposure; a modified

English Language Proficiency Test (adapted from the ELPT of the Language and Media Center) to determine the overall average English proficiency levels of the two groups of respondents; and self-constructed writing tests for the pretest and the posttest. Interviews were also held with a smaller sample representing each of the two schools.

10. The most common leading writing activities that the respondents are exposed to are letter writing, report writing, diary entries, e-mailing, dialogue journal and creative writing, with some variance in the ranking done by the respondents grouped by school; the top writing training or writing-related tasks experience of the respondents include writing for school paper, learning logs/journaling, speech writing, self-correction/editing, and brainstorming for a group work; the short list of writing genres or types that respondents are most exposed to in school includes summary/plot outline, research article, persuasive writing, narrative (e.g. personal essay, anecdote), and news reports.
11. The overall average English proficiency level of the respondents, regardless of the school represented is between Low Intermediate and High Beginner, the numbers adding up to 37.5%, or even between High Beginner and Low Beginner, the numbers amounting to 38.6% when added up. A noticeably large proportion, 35.4%, fell into the Novice category.

Conclusions

Exposure to the Genre-Based Approach to writing instruction/learning made a slight difference in the posttest performance of only the PIS experimental group; the result for the MSU-Balindong experimental group showed a slight decline from their pretest performance. On the whole, there was not much difference between the pretest and posttest results for both control and experimental groups, and between the pretest and posttest outcome for both schools. The PIS group, however, consistently showed their edge over their MSU-Balindong counterpart.

The Genre-Based Approach cannot be declared posthaste an utter failure as it proved to work for the PIS respondents although to a limited extent. After exposure to the treatment, their performance in the writing test showed some improvement. That it did not have as good an effect on the performance of the MSU-Balindong experimental group does not warrant the conclusion that it is a case of love's labor lost, and that trying it out in a writing class is an exercise in futility. Some gains, not necessarily related to test results, can be claimed for it.

It was found engaging, stimulating or motivating and fun to do – a welcome relief from boredom and the monotony of routine associated with the traditional approach. Respondents enthused about the GBA-related activities, specifically role play (in the form of an interview), collaborative or cooperative construction, modeling of texts, and individual construction. It turned out to be an eclectic technique that combined cooperative learning, scaffolding provided by the teacher in his/her modeling of texts, and independent work. The attempt to construct a zone of proximal development succeeds: the distance between the potential (what can be done with the assistance of a more competent peer or an experienced adult) and the actual (what can be achieved on one's own, or independently) is bridged.

The traditional approach to writing instruction acquitted itself. It held up under the testing, as shown by the minimal difference in the results of both the pretest and the posttest. Thus the conclusion that like the Genre-Based Approach, the all too often and too easily deprecated and depreciated traditional approach, has its uses; it still works for certain groups of students.

Either should be summarily dismissed as failures, or completely blamed when students' performance fail to measure up to standards or expectations.

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EDUCATIONAL INNOVATION IN ISLAMIC BOARDING SCHOOL (Multy Case Study in Sidogiri Pasuruan's Islamic Boarding School and Tebuireng's Islamic Boarding School)

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ABSTRACT

Boarding school is an original education (indegenious) in Indonesia, which is unique because it displays the typical character and the exotic, has the advantage, both in the scientific tradition which is rated as one of the great tradition (great tradition) as well as transmission and internalization of morality. While on the other hand, schools are also an education which can play the role of empowerment (empowerment) and social transformation (civil transformation) effectively. In Indonesia, boarding schools as a place of religious education, able to survive in the midst of society, because of the fabric of a harmonious relationship between schools and their communities and together with the existence of society. The unity of the boarding school because graduates can be recognized in the community. Some of the boarding school innovation in education systems. The results of the study: first, Kyai view that human resource development is something that is absolutely necessary to maintain the existence of the boarding school. Usefulness of students in the middle of the community is one of the hopes of the boarding school. Second, boarding school doing creative and practical steps, both in the curriculum and in the integration of entrepreneurship. Each boarding schools develop their own trademark. Third, innovation education in boarding school to run well if all the parties in support of the boarding school. Kyai must have a vision for the future in order to face the challenges of the future, with a creative, innovative and consistent.

Keywords: Educational Innovation, Pondok Pesantren

The existence of the old boarding school has received recognition from the community. Gait of Islamic boarding school enough large in educating the nation join and contribute significantly in providing education. In addition, Islamic boarding school can be seen as a ritual institution, mental coaching institutes, institutions of propaganda, and the most popular is as an Islamic educational institution to experience the romance of life in the face of internal and external challenges.

Pesantren have some elements in certain respects differentiate with other educational systems. These elements include: clerics, students, mosque, hut (dormitory), and recitation yellow book. The integration of these elements form a system and distinctive educational model, as well as differentiate with formal education. The most fundamental aspects that differentiate between Islamic boarding school with other educational institutions is a tradition. The tradition of reading yellow book with sorogan learning system that is a hallmark of boarding. If tradition does not exist, then the boarding school has lost his soul, like the Javanese people who can not speak the language Java. This is what will cause the collapse of a boarding school, that if his identity is no longer attached and known.

Islamic boarding school would be able to survive if the cottage innovation and renewal of the institution. For the era of modernity and in order to maintain the existence of Islamic boarding schools as an educational institution that is able to survive, schools must make changes. Islamic boarding school is an Islamic educational institutions were also not spared from the "law" and demand changes. Especially when the educational world entered the era of globalization, the educational institutions are faced with challenges and increasingly loud demands the ability and capacity to respond. If the Islamic educational institutions capable of responding to the challenges through innovations in intelligent and creative then the chance to "survive" will be very large, but if the Islamic educational institutions are unable or slow to respond to the challenges of modernization, then sooner or later the Islamic educational institutions will be left behind and automatically abandoned community.

Sidogiri Pasuruan's Islamic Boarding School and Tebuireng's Islamic Boarding School are examples of some Islamic Boarding School are quite innovative in responding and facing challenges. The Islamic Boarding School make breakthroughs and innovation to develop his school in order to survive and be a reference community. Islamic Boarding School will increasingly exist if the boarding school innovation. Although the public interest is slightly reduced, but if there is no

innovation, it will be reduced again. This research was conducted at the boarding school that has interesting characters, in order to gain an understanding of a more comprehensive educational innovation, namely Sidogiri Pasuruan's Islamic Boarding School and Tebuireng's Islamic Boarding School.

Research Methods

Seeing the implied meaning of the title and the problems studied, this study is the kind of field research (field research) with a qualitative approach, the research does not recount quantitative data, with a naturalistic paradigm or interpretive. Data were collected from natural background (natural setting) as the data source directly. Naturalistic paradigm is used because it allows researchers find meaning (meaning) of every phenomenon that is expected to find local wisdom (local wisdom), traditional wisdom (wisdom traditions), moral values (EMIC, ethics, and noetik) as well as the theories of the subject under study, Meanings of the in-depth data and is able to develop a theory can only be done if obtained by the fact that quite detailed and can be synchronized with existing theories.

The study design using this type of case studies with multiple case study design, which seeks to describe a setting, object or event in detail and depth. The case study is a research that aims to intensively study the particular social unit, which includes individuals, groups, institutions and communities. The study will include detailed information that may not be obtained in other types of research. The location of this research is Sidogiri Pasuruan's Islamic Boarding School and Tebuireng's Islamic Boarding School. Chosen this boarding school for boarding a boarding schools that hold innovation to meet the challenges of education.

The type of the study, then the source of primary data in this study are the words and actions of leaders or clerics, religious teacher or teachers and Sidogiri Pasuruan's Islamic Boarding School and Tebuireng's Islamic Boarding School. Selection data source is based on the assumption that they are involved in the process of educational innovation directly. As for the secondary data source is a document or written material or the literature, namely books, articles, journals, and newspapers which addresses issues that are relevant to this study. Secondary data sources other than the documentation in the form of photos, for example, photos of activities, all activities as well as facilities and infrastructure that can provide a real picture on the aspects researched,

such as classrooms, halaqah, space deliberation, mosques, bedrooms, and others as a place of execution of the boarding school activities, especially activities of educational innovation.

The research data will be collected first, through observation, namely by visiting Sidogiri Pasuruan's Islamic Boarding School and Tebuireng's Islamic Boarding School to notice or observe the activities organized and observe the surrounding environment. Second, collected through interview techniques, namely by way of direct communication and conduct a question and answer to the religious scholars, administrators and students to deepen information obtained from other data collection techniques. Third, the research data will be collected through the documentation, both official documents Sidogiri Pasuruan's Islamic Boarding School and Tebuireng's Islamic Boarding School such rules and the history of its development, as well as documents from newspapers, magazines or websites about the boarding school.

Data analysis technique used is descriptive technique by taking three steps occur simultaneously by Miles and Huberman, namely: 1) the reduction of the data (data reduction), which classify, direct, dispose of unnecessary and organize the data; 2) data (data displays), namely: finding patterns meaningful relationships as well as providing the possibility of drawing conclusions; and 3) conclusion / verification (conclusion drawing / verification).

Checking the validity of the data (trustworthiness) in this study were taking Lincoln and Guba opinion that execution of checking the validity of the data is based on four criteria: the degree of confidence (credibility), keteralihan (transferability), dependability (dependability) and certainty (confirmability).

C. Supporting Theory

1. Theory of Educational Innovation

The word education innovation comes from two words, namely innovation. The word education innovation comes from two words, namely innovation and education. The word innovation in English "innovation" is often translated everything that is new or a renewal. Innovation is sometimes also used to describe the invention, because the new findings. Said invention is also often used to translate words from English "discovery" and "invention". There is also a link between the sense of innovation and modernization as both discuss renewal business.

"Discovery", "invention" and "innovation" in Indonesian means "discovery", meaning the three words means "the discovery of something new" real good stuff was already there long before the new note or indeed completely new in meaning not previously exist. Similarly, maybe something new

was being held with a view to achieving certain goals. Innovation can use discovery or invention.

Some understanding of innovation that made the experts stated below

a. An innovation is an idea for accomplishing some recognition social and in a new way or for a means of accomplishing some social.

b. An innovation is any idea, practice, or mate artifact perceived to be new by the relevant unit of adopt. The innovation is the change object. A change is the altera in the structure of a system that requires or could be required relearning on the part of the actor (s) in response to a situation. The requirements of the situation often involve a res to a new requirement is an inventive process producing an invention. However, all innovations, since not everything an individual or formal or informal group adopt is perceived as new.

c. The term innovation is usually employed in three different contexts. In one context it is synonymeus with invention; that is, it refers to a creative process whereby two or more existing concepts or entities are combined in some novel way to produce a configuration not previously known by the person involved. A person or organization performing this type of activity is usually said to be innovative. Most of the literature on creativity treats the term innovation in this fashion.

d. Innovation is the creative selection, organization and utilization of human and material resources in new and unique ways which will result in the attainment of a higher level of achievement for the defined goals and objectives.

e. Innovation is a species of the genus "change". Generally speaking it seems useful to define an innovation as a deliberate, novel, specific change, which is thought to be more efficacious in accomplishing the goal of system. From the point of view of this book (innovation in education), it seem helpful to consider innovations as being willed and planned for rather than as accruing haphazardly.

f. An innovation is an idea, practice, or object that is perceived as new by an individual or other unit of adoption. It matters little, so far as human behavior is concerned, whether or not an idea is "objectively" new as measured by the lapse of time since its first use or discovery. The perceived newness of the idea for the individual determines his or her reaction to it. If the idea seems new to the individual, it is an innovation.

Educational innovation is a new change, and qualitatively different from matter (which existed before), as well as deliberate efforts are made to improve the ability to achieve certain goals in education. From the description, it can be argued that the definition of innovation in the field of education is an attempt to make changes in order to obtain better terms yng in education

Slow rapid acceptance of innovations by the public is influenced by the characteristics of the innovation itself. For example the dissemination of the use of calculators and "blue jean", within 1 to 5 years are evenly distributed throughout the United States, while the use of a safety rope for motorists new spread evenly after take decades.

Zatman, Duncan, and Holbek suggested that how quickly the acceptance of innovation is influenced by its own attributes. An innovation can be a combination of various attributes.

Similarly, a wide range of attributes of innovation that can affect the fast or slow acceptance of an innovation. By understanding these attributes educators can analyze the educational innovations that are disseminated, so it can use the results of its analysis to help speed up the admissions process innovation.

Diffusion of innovation is a process of communication between citizens (members of the social system), by using a particular channel. With the communication, there will be common ground between citizens of innovation.

Dissemination is the process of spreading the innovation planned, directed, and managed. So that diffusion occurs spontaneously, then dissemination to the planning

The process of educational innovation is a series of activities undertaken by individuals or organizations, began to become more aware about their innovations to implement (implementation) of educational innovation. The word implies that the process of the activity carried out by eating certain time and every time there is a change.

In studying the innovation process experts tried to identify what activities by individuals during the process as well as what changes occur in the innovation process, then the result is found phasing innovation process as follows:

Some models of oriented Innovation Process Individually, among others

a. Lavidge & Steiner

realize

Knowing

Like

Choose

Trust

Buy

b. Colley

not yet realized

realize

Understand
Trust
Take action
c. Rogers
realize
take an interest in
Rate
Try
Receiving (Adoption)

2. Theory of Islamic Boarding School

Boarding a traditional Islamic educational institutions whose activities are to learn, understand, explore, appreciate and practice the teachings of Islam with an emphasis on the importance of religious morals to guide everyday behavior. Traditional sense here indicates that this institution has been established since hundreds of years ago. Historical records indicate that the first boarding school founded by Sheikh Maulana Malik Ibrahim in the year 1399 AD to spread Islam in Java.

The term comes from the notion cottage dormitories the students called hut or shelter made of bamboo or derived from the Arabic fundug, which means the hotel or hostel. While the word is derived from the boarding school students, with the prefix and suffix PE's which means the place of the students. Meanwhile, according to Nurcholish Madjid there are two opinions about the meaning of the word "students" is. First, it has been suggested beradal of the word 'Shastri', a Sanskrit word meaning literate. Second, the notion that the word is derived from the Javanese word "apprentice" means a person who always follow a master teacher wherever it goes live. The name "schools" are often associated with the word "students" which is similar to Indian languages the term "Shastri" meaning people who know the sacred books of Hinduism or specialist about the scriptures.

As the oldest Islamic institution, in addition kijaji authority to make models according to his wishes, boarding until now has evolved with different variations, making it difficult to generalize. Various schools in many variations and the typology now has grown rapidly.

Variations pesantren it can be viewed from various angles so as to produce a detailed categorization. (1) In terms of a series of curriculum, schools are divided into three types, there is a modern boarding schools, boarding schools tahassus and boarding mixture; (2) In terms of progress based on the payload curriculum, schools are also divided into three kinds, there is the simplest boarding schools, boarding schools were, and the most advanced

schools; (3) In terms of the number of students and its influence, schools are divided into three types, there are small schools, middle schools, and large boarding; (4) In terms of specifications science, schools are divided into four kinds, there are boarding tools, fiqh schools, boarding schools qira'ah, and pesantren Sufism; (5) In terms of types of students, schools are divided into four kinds, there are special schools for children under five, the elderly special boarding schools and boarding school students, there are public schools; (6) In terms of trends in social and religious organizations exist, there are boarding NU, Muhammadiyah schools, pesantren Persis, boarding neutral, and so forth, and al-Yaqin Gontor including neutral boarding it; (7) In terms of the education system that was developed three kinds; (8) In light of the elements there are five kinds of schools; (9) In terms of institutions associated with teaching system into five categories; and (10) Viewed in terms of its openness to the changes taking place there and Khalafi Salafi pesantren. According Sulton and Khusnuridho, seen from the form of education, schools are divided into 4, 1) pesantren which organizes formal education by implementing the national curriculum, 2) boarding schools that organize religious education in the form of madrasas and teaching general sciences, though not applying the national curriculum, 3) schools which only teach religious sciences in the form of madrasah diniyah, 4) schools are just becoming a recitation.

When viewed from the elements of boarding schools, boarding schools are divided into five patterns or types. The first type is simple, which is composed of a mosque and the house of Kiai. Kiai use mosques or her home as a place to teach. In this boarding school, students who come only students around the pesantren itself, and the average did not stay. The second type, which consists of a mosque pesantren, Kiai houses and dormitories. Pesantren this second type gives his students a chance to stay. The third type, consisting of a mosque, home Kiai, cottage with wetonan and sorogan system. The third type of boarding school hosted a formal education in classical form. The fourth type, in addition to the boarding school has a physical component such as a third type, also has a place for education skills such as crafts, workshops, fields, fields, and so on. Fifth type, boarding a modern boarding school or pesantren development. Additional building include: a library, a common kitchen, dining room, administrative offices, stores, houses guest accommodation, space operations, and so on..

Salafi pesantren and Khalafi term first popularized by Zamakhsyari Dhofier. Once, Salafi pesantren which retains the teaching of classical Islamic books as the core of education in schools.

Madrasah system is applied to facilitate sorogan system used in teaching institutions without introducing the teaching of the old forms of common knowledge. Still quite a large number of schools that follow this pattern, namely Lirboyo and Ploso pesantren in Kediri, Maslahul Huda pesantren in Pati, and boarding Termas in Pacitan. Second, schools Khalafi have included general subjects in madrassas developed, or open type of public schools in a boarding school environment. Gontor boarding schools do not teach anymore books Classical Islam. Islamic boarding schools are great, as Tebuireng and Rejoso in Jombang, has opened junior high, high school and university, and while retaining the teaching of classical Islamic books.

Distinction of Salafi pesantren and Khalafi can make it easier to understand variations in boarding schools, but they create new problems. Because there are schools who call modern (Khalafi) as Gontor turns preached the *Bidayat al-Mujtahid*, a book of Fiqh Muqarani (comparative Fiqh) were written Ibn Rushd (1126-1198 AD), meanwhile, occurred classical period 650-1250 AD In other events, there are schools that call themselves salafiyah, but used to teach Pancasila Moral Education (PMP) and English as pesantren Langitan Tuban, and teaches the science of administration, such as boarding Lirboyo Kediri.

In recent developments, the pesantren education system has undergone a process of convergence and at least can be classified into five types, namely: (1) schools which organize formal education by implementing the national curriculum, both of which only have a religious school at the same time public schools; (2) boarding schools that provide education in the form of madrasas and religious teaching general sciences while not applying the national curriculum; (3) schools which only teach religious sciences in the form of madrasah diniyyah; (4) schools which only became a recitation (*majlis taklim*); (5) schools.

Discussion

Challenges in Islamic Boarding School

Based on research, it can be stated that the challenges of the boarding school Sidogiri can be expressed in the following picture:



This is in accordance with aspects of the educational innovations include issues demanding this innovation is

1. The development of science and technology

The development of science no doubt lead to advances in technology that affect the social life, economics, politics, education and culture. with the development of modern science requires the basics of solid education and procurement capabilities constantly.

2. Population growth

Fairly rapid population growth adds to their renewal well as the increasing desire of communities to mendapoatkan qualitative education which requires the availability of an adequate education.

3. Increased interest communities to take to obtain a better education

The emergence of educational innovation berkaitan closely with their various danpersoalan challenges facing education today. One of them is the progress of science and technology. With the advancement of science and technology is affecting people's aspirations. In general, they longed for a better education. Whereas the one hand it was very limited opportunities to become involved in the competence or a very tight competition.

4. The decline in the quality of education
Quality education is perceived diminishing and has not been able to keep up with technology. This requires a number of changes. If it's not obvious would be fatal and would continue to lag.

5. Lack of relevance between education and the needs of the people who are building
In the era of modern society requires educational institutions benasr really able to be expected, especially ready-made and comes with the necessary skills in development.

6. Not to the blossoming of an effective organizational tool and not the growth of lush atmosphere in the community to make changes demanded by the present situation and future. Such fact because they lack the knowledge and insight of people to establish itself in progress. There are several challenges faced by the majority of schools in the innovation development, namely:

1. Image pesantren as an educational institution that is traditional, not modern, informal, and even teropinikan as an institution that created terrorism, has influenced the mindset of people to leave the boarding school world. It is a challenge that must be answered as soon as possible by the pesantren world today.

2. Infrastructures supporting looks still inadequate. Not only in terms of building infrastructure that must be in the fix, but there are also still lack the cottage room (dorm) as in their home students. During this time, the life of the boarding school full of simplicity and kebersahaannya seemed still require a high level of awareness in implementing lifestyle clean and healthy driven by the arrangement and the provision of facilities and infrastructure are appropriate and adequate.

3. Human Resources. Although the human resources in the field of religion can not be a doubt, but in order to improve the existence and role of the boarding school in the areas of social life, required serious attention. Provision and improvement of human resources in the field of institutional management, as well as areas related to social life, must be considered boarding.

4. Accessibility and networking. Increased access and networking is one requirement for the development of pesantren. Mastery of access and networking world still looks weak schools, particularly boarding schools that are in remote areas and small. Inequality between big schools and small schools so clearly visible.

5. Institutional management. Management is an important element in the management of schools. At this time it appears that the boarding school still managed traditionally especially in the mastery of information and technology is still not optimal. This can be seen in the documentation process (data base) students and alumni of the boarding school which is still less structured.

6. Institutional economic independence. The financial needs has always been difficulties in implementing the activities of schools, both with regard to the development needs of schools and boarding schools in the process of

everyday activities. Not least, the process of development in the long run boarding schools that are just waiting for donations from outsiders, even to do fundraising on the roadside.

Life skills-oriented curriculum students and the community. Pesantren still concentrating on improving the knowledge and experience of religious students and the community. When looking at the challenges ahead are getting heavier, increasing the capacity of the students and the community is not only sufficient in the field of religion alone, but must be supported by capabilities that are expertise.

2. Proses of Educational Innovation in Islamic Boarding School

In Sidogiri, value investment preaching and worship, which is the economic driving in pesantren do with uswah with inkulnasi approach. Then at the level of the establishment of an independent soul in terms of economy and capable of carrying out economic activities can be done with full awareness by pelakonan pattern and the pattern of the demonstration. However, in the boarding school also occur disciplinary process as disclosed by Saifullah Naji, "although here the director was chaplain and the employees are students, but we were orderly in organizing the meeting and go to work. 08.00 we are always ready in place to work. "

In addition, to realize the innovation, the application of the values of intangibles is done with five stages, namely: forced, forced, can not, then the usual and ultimately into the culture. So in essence forcing the first step in mobilizing the values of intangibles in order to become the driving force of educational innovation.

Strategies for innovation education in schools can be done through: (1) power strategy, namely the acculturation strategies by using power or through the people's power, in this case the role of clerics in all its power is dominant in making changes; (2) persuasive strategy, which is run through the formation of opinions and views of their community or schools; (3) normative re-educative. Norma is the applicable rules at the school. Norma termasyarakatkan norms through education coupled with re-education to instill and replace the paradigm of society old institution with a new one.

In the first strategy was developed through the approach of the commands and prohibitions, or reward and punishment. While in the second and third strategies were developed through habituation, exemplary, and persuasive approach or invite to its students in subtle ways, by giving good reasons and prospects that could convince them. The nature of their activities can be in the form of positive action and positive reaction. Can also be proaksi, which makes the action on its own

initiative, the type and direction determined itself, but reading the advent of actions that can contribute to color and direction of the development. Can also be the antipasti, ie, active measures to create conditions ideal in order to achieve the purpose ideally.

In Tebuireng, historically Kyai Wahid Hasyim who make changes and innovation to develop the boarding school, but also maintain the tradition. Kyai Wahid enter general sciences curriculum Nidhomiyah, and it was evident that the madrasah graduates Nidhomiyah more acceptable to the public. The innovations made include pioneering entrepreneurs, construction quality assurance, to improve the tomb as a center of pilgrimage, the waqf management, and pioneering public schools as formal educational institutions. Planting boarding Tebuireng two or called the trend of science was also a boarding school Tebuireng innovation in improving its existence.

Model boarding alternatives should be built on the philosophical foundations of basic concepts, philosophy and theory of strong education, through the formulation of assumptions solid foundation and clear about education, humans, and the nature of the case, the potential default, life purpose and mission in this world both as individuals and as members of society based on theological beliefs in the spirit laailaha terformula illa Allah in order and to reach the life of the world and the hereafter hasanah hasanah.

Thus, the modernization of schools, as lang-kah early, to go through the formulation of the basic concepts of Islam pendi-dikan philosophy which developed the principles on which to base their implementation in the context of the environment (socio-cultural) masyarakat Islam, so that the modernization of schools will have a runway a solid education with which the direction, intention and purpose is clear and definite. Welcome in the last world on the one hand but also not stutter face the progress of science and technology on the other.

In response to the various problems and constraints faced by schools as above, write submit ideas to further optimize the role and functions of the school and the seriousness of the Ministry of Religious Affairs in this field of the boarding school to be more pro-active in various efforts of concrete measurable and truly touches the needs of schools ,

Ministry of Education and Culture in this case also should not turn a blind eye, given boarding is one of the pillars of Indonesian education whose role and functions have been proven in and build the mental character of the

nation since the pre-independence until today, the education budget in the Ministry of Education that 20% of the state budget should mostly be channeled through the pesantren.

It can be formulated boarding anticipatory models to the needs and changing times, with innovative and transformative internalization through the following five steps, in concrete terms the authors propose the following proposals

a. Optimizing the function and role of the organization as a uni-systemic schools, ranging from the local to the national level through various activities that lead to an increase in the organization's resources, collective leadership, and excellent service and total quality management.

b. Formulate curriculum integral boarding universal non dikotomikdengan incorporate science and technology and the implementation of the science curriculum yellow book by implanting ghirah (spirit) to perform research activities and strengthening the methodology of scientific thinking in schools.

c. Stress on strengthening and mastery of foreign languages in addition to Arabic / English

d. Maintain the tradition and identity (character pesantren) through exemplary education, that there has to adopt new values that do not conflict with the basic values of pesantren.

e. Tingkatkan infrastruktur and the development of schools through the state budget at least from the education budget allocation of 20%, to renovate the physical buildings, equipment students learning facilities, computerization, laboratory and library schools..

In general, boarding schools has proven to have a very significant role, Principle pesantren is al muhafadzah 'ala al qadim al Salih, wa al akhdzu bi al jadid al ashlah, which retain the tradition of positive, and compensate by taking the new things that more positive. Issues interlocking with the civic values will be addressed through the principles that are held during the boarding and of course with an overhaul of effective, efficient, and able to provide equality as human beings (al Musawah bain al nas).

To oversee the pace of innovation boarding school conducted constant supervision and intensive. In addition, for the formal educational institutions, both schools and madrasah, opted ISO quality assurance. In addition, the boarding school is always a spirit Tebuireng make a change in the spirit of modernization, but still keep the tradition of boarding school as an organizational culture that is typical. Innovation is looking for ways to awaken the Muslims in their knowledge. Pesantren include entrepreneurial development, as well as formal educational institutions. SMK technology based on the new findings also initiated and conceived. The

first innovation strategy is to invite other people to do what I initiated and what I do.

The process of educational innovation is a series of activities undertaken by individuals or organizations, began to become more aware about their innovations to implement (implementation) of educational innovation. The word implies that the process of the activity carried out by eating certain time and every time there is a change.

In studying the innovation process experts tried to identify what activities by individuals during the process as well as what changes occur in the innovation process. The process of innovation undertaken by clerics in the context of innovation in boarding school in accordance with the model process-oriented innovation Individual, namely: : Lavidge & Steiner, among others:

- realize
- Knowing
- Like
- Choose
- Trust
- Buy

Non-formal educational institutions like boarding school is a subsystem of the social system. If there is a change in the social system, the non-formal education institutions will also change the result will affect the social system. Therefore an educational institution has a double burden that preserve traditional cultural values and also prepare the younger generation to be able to prepare themselves to face the challenges of advancement of age.

There are three time changes that should be selected by the organization in extending its viability. First; Evolutionary changes made when the organization is still in the upward trend until heyday. Changes in this period is referred to as the real transformation does not require enormous energy, because the performance of the organization is still in good condition. At this time all the components of the organization is still able to perform his best, eksternalpun confidence is still high, so the new ideas still easier to be internalized. But at the practical level during the change process even this is not always easy to implement. Because many people feel enjoy with a pre-existing condition even attempt to maintain state (status quo). In this condition a change leader must be able to explain the reasons for the importance of the changes that will be made.

Second; Changes made during the performance of or recycle the organization has decreased. If the first time, the need for change is within the level of "should", then the second condition is the need for changes to be higher

again "should". Changes that occur at this time is called turnaround. The position of the organization at this level is a critical period which requires seluruh elements of the organization to make changes. If not then the graph of a cyclical downturn (decline) will go on, even the organization will be able to reach the point of death.

Third; Time changes made by the organization when its position was bankrupt and moribund. Changes made at this time is the most change weight and get in on crisis management. The organization's internal condition is not conducive to carry out organizational tasks. Trust each element of both internal and external organizations has reached its nadir, so that the programs improvement plan drafted changes will be very difficult to be implemented. In these conditions it takes an agent of change that is really powerful that a leader (changes) that has a vision (vioner), committed, realistic, brave and have good ethics.

Good change is the change that occurs through the stages. First of all the encouragement from within (internal drive), then there is a push from outside (external drive). For change management need to know their stage of change. Stages of change management there are four, namely:

Phase 1, which is the identification phase change, hopefully someone can know what changes will be done / happened. In this stage a person or group can recognize the changing needs and identify the type of change. Phase 2 is the change in the planning stages. At this stage should be analyzed on a situational diagnostic techniques, the selection of a common strategy, and selection. In this process needs to be considered their supporting factors so that change can take place properly. Phase 3 is the implementation phase of change which occurs the process of melting, and freezing the expected changes. If a change is happening may arise a problem. It is necessary for monitoring changes. Stage 4 is the stage of evaluation and feedback. Evaluasi required to perform the data, therefore, at this stage of data collection and evaluation of data. The results of this evaluation can feedback to the first stage so as to give effect to the desired changes next.

No organizational changes are evolutionary and revolutionary unisex. The changes are evolutionary change that occurred gradually, step by step, and focused on a particular issue. The main instrument of this change include sosioteknis systems theory, total quality management and team development work nevertheless flexible workers. While the changes are revolutionary change that occurs suddenly, dramatically and the focus area.

The main instrument of this change that setting back the plan, innovation, and restructuring.

Calculusation

From the above discussion, we can conclude the following matters:

There are many educational innovations made by both the boarding school. In essence, the innovation starts from the view that human resource development is something that is absolutely necessary to maintain the existence of the boarding school. Usefulness of students in the middle of the community is one of the hopes of the boarding school. The views entrepreneurial skills of students made the difference between boarding one another.

The innovation process begins from the internalization of the values of intangibles to the students and the chaplain conducted himself with modeling and using incultation approach. While the implementation of the values of intangibles to establish a culture in schools is done with pelakonan patterns and demonstration accompanied by discipline. The strategy can be a power strategy, persuasive and normative re-educative strategy. Thus, it can be formulated boarding anticipatory models to the needs and changing times, with innovative and transformative internalization.

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INTEGRATING PREZI BASED APPROACH IN ACCESSING INTERPERSONAL COMMUNICATION COURSE MATERIALS: A CASE STUDY OF STUDENTS' PERCEPTION

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ABSTRACT

This study aimed at revealing students' perception toward the integration of Prezi based approach in accessing the course materials of Interpersonal Communication. The study investigated how the students expected the implementation of this approach in the long run use: for self-regulated and for lectures. The population of this study was the students of Business English Study Program at State University of Makassar who have taken the course of Interpersonal Communication and diverse from years of intake. The researcher used purposive sampling technique and employed the instrument called Perceptions toward Learning Assisted Information Technology modified from the Survey of Students' Attitudes toward Information Technology Questionnaire by Lachheb, 2013. In regards with students' responds toward Prezi based approach of Interpersonal Communication course materials, the results of the research provide highly encouraging power and learning assistance. Moreover, the study also revealed that the students of Business English have a positive expectation to the implementation of Prezi to be used for reviewing and presenting the course materials of Interpersonal Communication.

Keywords: *perception, integration, Interpersonal Communication, course materials, Prezi*

In recent years, multitude studies showed that teachers and learners around the globe have been employing a variety of electronic media to access the learning resources (Gray, Thomas, & Lewis, 2010; Ahmad, 2012; Ketsman, 2012). With this trend continuously escalated, this study presents to discuss how a particular strategy of integrating technology based-learning affect students' needs for learning and to figure out what are the distinctive responses elicited from its implementation.

Evidence suggested that the use of technology as a means of learning resources bring a lot of advantages to learners such as having power to motivate and entertain them from the devices that they utilise (Ahmad, 2012). In the context of language learning, Salvia (2000) stated that recent developments in technology have brought about the possibility of providing learners with a rich of language learning resources (p.1). Moreover, the educational body of Indonesia also seems to consciously notice the demand of equipping technology to mediate learners in accessing the learning resources easily. Through the Higher Education Long Term Strategy Directorate of General Higher Education Ministry of National Education Republic of Indonesia 2003-2010 (KPPTJP DIKTI 2003-2010) declared that:

“Higher education should be prepared to cope with such challenges by providing more flexible modes in accessing knowledge to employed students, i.e. distance learning, short

courses, modular curriculum, and other means of allowing workers to access knowledge without losing their employment.” (p. 8)

In this regard, then it is true to say that the compliance of learning resources are expected to acclimatise their operation with the state-of-the-art devices, hence their present cannot be restricted by place and time.

Suprisingly though, nowadays variety of multimedia is viable and its approach already encouraged by the government, yet its utilisation has not been unfettered from disagreement. As Çelik & Aytın (2014) implied that according to some educational researchers (Chen, Belkada, & Okamoto, 2004; De la Fuente, 2003; Karamustafaoğlu, Köse, & Bilen, 2003; Kawaguchi & Di Biase, 2009; Kessler & Bikowski, 2010; Levy, 2009) the materials for language learners are still governed in a minor exposure to the digital tools. While based on Meidasari (2012) the effort to use media is frequently avoided by teachers of English in Indonesia in relation to privileging teacher knowledge over young people's own experience. As a result, even if some teaching and learning process employ any particular digital application in the class, such as audio-visual or presentation software, yet it is still accepted to not exploit fully the tools as its role to be the learning resources for the students. Interestingly, a prior observation conducted by writer to the Business English students of State University of Makassar regarding to the integration of Power Point for lectures, including Interpersonal Communication

lessons, revealed that the students experienced less self-driving to revise their lessons from monotonous slides, less eye-catching typography, the overlap text, and lack of illustrated pictures, videos, and clip arts on the slides. Eventually the course materials which provided on the slides are not highly likely attract the students to use the media as a means of reviewing the lesson after the class. Whereas the ideal value to the development, use and integration of technology in education and professional development should properly induce autonomy on the part of the learners (Seidi, Dastnaee, & Hedayati: 2014). Thus, those findings then tell us that in various cases, the expected benefits of multimedia have not been attained. Those also address a question to us: if today there is an excessive number of digital software exists, then how the employment of Information Communication Technology (ICT) can sustain the needs of learners in accessing Interpersonal Communication learning resources?

Despite the findings, the study related to the perception of learners toward the integration of ICT in accessing the course materials of lectures has been conducted by some researches. Shrivastava (2015) found that the learning system today developed by a lot of scope of discussion which needs to prompt by multimedia in the classrooms since these are classified as effective ways to make the process of learning for the students a pleasant and encouraging experience. Similarly a case study by Lachheb (2013) discovered that IT integration at the university under the scope of English major have a great place in Tunisian advanced education for its excessive benefit to students such as a great effect on their motivation and interest to learn. Another study by Binnur (2009) found that using technology increased students' motivation. Students' responds have shown that there were a great relation between language-learning motivational factors and using technology.

However, there seems to be contrast findings related to the high demand of ICT integration to access the course materials and the experience of Business English students using multimedia as learning resources which it indicates that learners remain unsatisfied to utilise the current employed presentation software as a means of reviewing their lesson after the class. For that reason, it prompts the writer to conduct a study regarding to the use of technology based learning to elicit responds and perception of the students in accessing the course materials by employing multimedia software called Prezi.

Prezi

Prezi is a cloud-based presentation software (PS) and storytelling tool for presenting ideas on a virtual canvas. The cloud based features allow user to save the file in the online storage. As the software runs in a zooming user interface (ZUI), users of this software are able to zoom in and out within the canvas of their presentation, as well as enable users to display and navigate the content on the path within a 2.5D or parallax 3D space on the Z-axis. (Prezi - Wikipedia, the free encyclopedia)

Prezi (the Hungarian word to shorten the word presentation) was officially established in 2009 by co-founders Adam, Peter Halacsy and Peter Arvai. Prezi (or Prezi.com) was created by the support of Kitchen Budapest and Magyar Telekom in 2008 in order to build an innovative tool of presentation beyond the flat slide based presentations. (Prezi - Wikipedia, the free encyclopedia)

Prezi enables users to connect and interact more to the Project due to its feature to be able to use through different platforms such as Microsoft Windows, Linux, Ubuntu, Android, etc. which make it available in multi-electronic devices through a user account. Besides, it was also developed to accommodate the needs of various communities such as business and conferences, information and visualisation, and education.

Uses of Prezi

Business and Conference

According to prezi.com it was estimated that there are 50 million people use Prezi. Users around the globe come with different needs and goals in utilising Prezi. In the field of business and conferences, some users are coming from the World Economic Forum. The good example for this is the use of Prezi in TED Conference such as TED curator Chris Anderson, who used a Prezi for his TEDGlobal 2010 presentation: How Web Video Powers Global Innovation. As he used this application, he has been testified on how Prezi materials affect the audiences' engagement to the presentation.

"Prezi is helping to reinvent the art of presentation"

(Prezi - Wikipedia, the free encyclopedia)

Other user, Robert Duffner, the Director of Mobile Strategy at Salesforce and stated how his customers found their satisfaction with the information about the products:

"With Prezi, our customers are 28% more satisfied with content and delivery"

(Prezi - Presentation software)

While for Craig Pepin-Donat, the Executive Vice President at Crunch Franchise testified that

"Switching to Prezi yielded a 30% increase in our franchise closing ratio overnight"

(Prezi - Presentation software)

These found obviously inform us that the use of Prezi to disseminate the business and conferences materials were able to positively affect the users' responds. However, we still question is how the effect of this application for other fields and levels does?

Information Visualisation

Besides Prezi possess the role to be a flipchart, it is also used to spread the visual information. In July 2011, The Guardian employed Prezi to publish a new world map graphic on their website, for an article about the newly independent South Sudan. This indicates that Prezi as the recent generation of presentation software is not limited to be a flat slideshow which only be able to present the textual information on the slide, yet it is able to bring the audience through a journey in a virtual story tell canvas. This found may value as the reference on how Prezi based approach materials are related to the users' perceptions which then induce the researcher to investigate on how the potential engagement of this application to the educational level.

Education

In educational institution, Prezi has been used for class presentation in different types and levels of education ranging from primary to higher education. Some educators have testified that Prezi is underpinning learners to study vigorously for its power to attract learners' attention through the architectural design of a 2D and 3D presentation show. In this occasion, Courtney Connelly, a 7th grade teacher at Montera Middle School stated:

"Students have so much experience with technology already, that I feel like it's time our classrooms caught up with them. They want to feel empowered – and Prezi allows for that. At the end of every schoolday, you can share your presentations online, and students can go home and walk themselves through it at their own pace. At the same time, students can become experts on a topic, build a beautiful presentation, and then guide that presentation for other students. As a teacher, you can feel their enthusiasm when you give them the tools that allow them to do that."

(Prezi-Presentation software)

In fact, the fruitful of Prezi in the class seems that has permeated most educational institution. In the training institution, the stakeholders likely identify Prezi as a supported electronic media to improve the quality of training. As Maria Marquis from Customer Education Lead at Box address her words:

"Presenting online with Prezi is crucial to the success of our trainings"

(Prezi - Presentation software)

These findings then propounded the fundamental aspect and base theory to carry the study on how the implementation of Prezi can affect the responds of the learners toward the course materials.

Perception

There are various definitions that are provided to the meaning and definition of perception. According to Bodenhausen and Hugenberg (2009, 2) perception is essentially the interface between the outer and inner worlds. Social targets and the contextual stimuli of the outer environment create signals (visual, auditory, etc.) that can be sensed, and the perceiver receives these signals and converts them into psychologically meaningful representations that define our inner experience of the world.

Perception on the other hand, according to Rankin (2016) described as sensory impressions arise as a result of the interaction between stimuli in our environment and our sensory organs. The other view about perception bring by Matthen (2005) argued that perception is for action of two kinds. First, it is for the guidance of the body as it interacts with other material objects. Second, it is for finding out about things in the world, for building up a record of the characteristics of such objects, and forming expectations concerning how they will behave in the future. The main thesis to be advanced builds the content of perception on what it tells us about how objects should be treated with respect to these goals. Therefore, perception can be assumed as the process when people express their sense and experience or when the people organise their interpretation to produce a meaningful experience.

Students' Perception

In today's teaching trend, engaging teaching strategies are as a crucial aspect to be fulfilled. For decades, many related literature has been disseminated as the effort to keep abreast the times of the teaching strategies. While the effectiveness of certain approaches provided for valuable learning nuance to learners are mostly value by teachers (Tucker & Stronge, 2005). In fact, the successful of learning approaches in teaching should not alone be measured by eliciting teachers' opinions and responses about their implementation and effectiveness. It is also necessary for educators to consider and value to what extent students believe about the effectiveness of certain strategies, as students' own perceptions and experiencing the treatment given by their teachers, then in this occasion, it is true to say that they (learners) are the true purposes of undertaking various teaching approaches. As Kassing (2011, p.31) stated that

learner' voices should not be abandoned, since teachers probably not realise the students' respond:

When teachers say that a student is motivated, they are not usually concerning themselves with the students' reason for studying, but are observing that the student does study, or at least engage in teacher-desired behaviour in the classroom and possibly outside it. (Crookes & Schmidt, 1991, p.480)

Thus, effective strategies should be developed with a reasonable consensus for both hands. A journey to gain solid knowledge may obtain by engaging the teaching targets to the valuable learning milieu.

The Superiority of Learning Materials with Multimedia Software

The benefit of employing electronic media in teaching and learning comes to its multi-sensory power where it is stimulating many senses of the audience. Electronic media also enable the class to be more interactive, to control the content, and to flow of information by users (Rao, 2014). For years, there are many presentation software that have been used to serve different types and purpose of teaching and learning activities.

Prezi today appear to be one of the prominent presentation software which used in different types of needs and purposes. The various activities for presentations trust this software to enable its users in delving deeply to the materials as they able to access more the content through some integrated multimedia and links that embedded on the canvas.

In the field of education itself Prezi has been used to support the presentation of distinctive materials for multiple levels of learners in the class. For that matter, Prezi at the present moment likely adjust its role to be available to employ outside the limit of the slides based app.

As Ruthmann (2013), an educator who teach Music and develop his presentation through Prezi stated:

I've been using Prezi.com for [a] while now as the main platform for the presentations I give at workshops and conferences. To me, Prezi is a great non-linear space for organizing media-rich materials. For example, I have a "master" Prezi that contains many of the New Media Musicianship exemplars that I've curated over the past few years. When preparing a new Prezi, I simply copy the materials I need from that Prezi into a new Prezi. Once that's together, it's easy to move things around, add new slide spaces and then

realize a path through those materials for the presentation.

Furthermore, after for years had been employed Prezi in serving his class he testified that Prezi is extensively utilised from presenting the course materials also as a means of developing his course guide:

Last year when I was on sabbatical in Australia, I used prezi as a means for organizing my course syllabus for the graduate music curriculum and philosophy course I taught for Steve Dillon at Queensland University of Technology. I found Prezi to be perfect for this process. I could easily embed YouTube videos and links to web-based materials. I could organize course materials over time and even in 3D through zooming into content to "go deeper" into supplemental materials. I was also able to update the course and integrate student comments, wordles[s] of reflections, and links to student-created materials. More importantly, it was a one-stop-shop for students in the course as a landing page.

Although the use of Prezi has been perceived as a flexible software which can be used collaboratively by teachers and students on class presentation, then it is important to inquiry on how the feedback of learners toward the implementation of Prezi based approach in course materials; will be the result remain prevail? Are Indonesian learners, particularly the students of Business English will responds the same way?

Therefore, the purpose of this study is to apply the same approach in the context of Business English students at State University of Makassar which employed Prezi as the tools of accessing the Interpersonal Communication course materials.

Research Methodology

Research Design

This study incorporate an online survey. It surveys the response of Business English students; English Department of State University of Makassar toward the materials which integrated through Prezi based approach. Therefore, this research classified under descriptive quantitative research. The analysis of the responses questionnaire conducted through the use of Survey Monkey program.

Population and Sample

The population of this study is the Business English students at State University of Makassar which is employed purposive sampling technique means that there is a certain purpose to choose sample of the study. The determinant to choose the sample lies on the consideration of the students availability to access the material using PC, tab, or smartphone, etc. as well as their availability to

access the given link which directed them to the Monkey Survey, and finally sample must be a fourth semester or any Business English students at State University of Makassar who have learnt the Interpersonal Communication subject. This standard is given in order to simplify the process of collecting data and to meet with the merit of the Business English Study Program syllabi which serve the Interpersonal Communication subject at the second year (the fourth semester) of academic period. Therefore, the sample of this study has been chosen to the students from different years of intake which used to generalise the responds of the students.

Research Instrument

To elicit the data regarding the students' perception toward Prezi based approach of Interpersonal Communication course materials, the researcher conducted the initial stage by distributing the five chapters of Prezi based materials through soft file (Prezi.pez) and via website link:

1. <https://prezi.com/vrqfnbytoxuy/>
Topic: Communicating effectively: the skills approach
2. <https://prezi.com/qhzvos1s3h0z/>
Topic: A conceptual model of skilled interpersonal communication
3. <https://prezi.com/g4ggtfsykv-m/>
Topic: Communicating without words: skilled nonverbal behaviour
4. <https://prezi.com/jnoc1axavo5t/>
Topic: Rewarding others: the skill of reinforcing
5. <https://prezi.com/mldtthtatlwl/>
Topic: Finding out about others: the skill of questioning

The writer then used the instrument of online questionnaire through online survey called Perceptions toward Learning Assisted Information Technology modified from the Survey of Students' Attitudes toward Information Technology Questionnaire by Lachheb, 2013. The survey consists of seven main sections: 1 to 7, where section 1 to 2 is requested the personal information of the respondent. However, the content of section 3 to 7 are the questionnaire of this research. The questionnaire are rated on the five-point Likert scale (1= strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly agree). In section 4, two items are used to rate the degree of the difficulties of two different topics regarding to the Prezi based approach course materials. The questionnaire are rated on the five-point degree scale (-2 = difficult, -1 = somewhat difficult, 0 = medium, 1 = somewhat

easy, 2 = easy). Section 5 and 6 are utilised to identify the students' response towards the experience of using Prezi based approach course materials. Both section 5 and 6 are provided five items for each. In these sections, the students are required to specify their responses by choosing any of the five alternatives provided, 1 = never, 2 = rarely, 3 = about half the time, 4 = almost always, and 5 = always.

6.4. Procedure of Collecting Data

In collecting data the researcher relied on the following procedures:

1. The researcher distributes the questionnaire on the consideration of how the survey reached the respondents. Since the survey was an online survey, then the researcher provided the survey collector (hereafter called Collector Types) through Web Link, Email, Line, and BBM.
2. The multiple Collector Types collected and recorded the survey responses from respondents under the Collect Responses tab in the researcher's account.

Findings and Discussion

The participants were 26 Business English (BE) students whose years of intake ranged from 2006 to 2012 (M = 2010, SD = 30,616). There were 9 males (34.61%) and 17 females (65.38%) who participated. All participants already studied in Interpersonal Communication courses.

7.1. Responses toward Prezi Based Approach Course Materials of Interpersonal Communication

a. The Encouragement Power of Prezi based Approach Materials

The following table outlines 8 questioned items (Item A) using Likert-scale and 1 questioned item (Item B) using Semantic differential-scale both in 5 level of agreement based on the students' responses toward the encouragement power of Prezi based approach course materials of Interpersonal Communication.

Discussion

Responses toward Prezi Based Approach Course Materials of Interpersonal Communication

The Encouragement Power of Prezi based Approach Materials

The overall result of the questionnaire reveals that the encouragement power of Prezi based approach course materials of Interpersonal Communication are significantly high. The result of the study indicates that the majority of the respondents felt highly encouraging (76.92%) instead of getting distracted towards Prezi based approach of Interpersonal Communication course materials which showed that most of them agreed that the materials possess low level of distraction

(65.38% response so). The result also placed the encouraging power of Prezi materials as the highest responds from the respondents comparing to three other topics of respond items which stated on the questionnaire.

These findings then suggest that the students' responses toward the integration of this strategy were strongly motivating. The motivating power of certain tool to enhanced learning quality was perceived as essential for students. This is similar with the result of the study conducted by Ahmad (2012) where the findings revealed that the integration of media technology in English language teaching has excellent impact to learners. Almost all the students and the teachers on his study (90%) strongly supported to the use of technological devices for teaching English. They were of the view that media technology increase learners' enthusiastic participation and hence turn the whole learning process learners centred and hence exciting.

Therefore, the first answer of the research question about the students' perception towards Prezi based approach of Interpersonal Communication course materials is highly encouraging. This highly encouraging power covers the idea of likeness, excitement, entertaining, easiness, layout-proportioned, suitability, and the properness of Prezi based approach of Interpersonal Communication course materials.

The Learning Assistance of Prezi based Approach Materials

While the results of encouraging power are significantly high, the sense of learning assistance also comes with positive responses from students. Although the study indicates that the learning assistance power of Prezi based approach of Interpersonal Communication course materials were lower than its encouraging power (67.58%), but this finding is still can categorise as very high level of response.

The analysis from table 3 discovered that the highest responses derived from the assistive power of Prezi course materials which bring respondents to be autonomous (18 participants were agreed, 4 strongly agreed) and the features of Prezi materials such pictures, videos, and clip arts which prompted the content (18 participants were agreed, 3 strongly agreed). However, few hindrances also revealed from the data such as the incomprehensible course materials due to the language that difficult to understand (7 students respond agree, 1 strongly agree) and low power of Prezi to assist respondents to understand the course materials

(1 respond difficult). These indications were likely suggested that the employment of Prezi based materials could eventually enthral their users to be independent learners in regards with the users' desire to evolve their insights through distinctive features and resources.

Despite that power, as the result of this study indicates that Prezi materials were perceived to promote autonomy to learners. Similarly, with the research stand by Bruess (2003) on the study of "University ESL Instructors' Perceptions and Use of Computer Technology in Teaching" pointed out that the function of using technology into language teaching is as an aid for teachers, but not as a substitute. The role of using technology in language teaching is as being supplementary and supportive. Thus, technology is a tool to enhance teaching and promote learning. In comparable with Bruess' research, this study was assuming that the devastating learning encouragement pertained by Prezi course materials were not to exchange the role of teachers and their performance in the class by multimedia. It is a teacher or lecturer which manage the tools to be incorporated with the resources and decided to invite learners whether into successful or failure learning experiences.

However, since the results of this study indicate the helpful of Prezi to learn remain higher than its helpless power, then this finding bring sense that Prezi based approach of Interpersonal Communication course materials provided the accomplishment of any learning objectives. The data analyses by Binnur (2009) on the study about "Effect of technology on motivation in EFL classrooms" have also proved that effective EFL activities can be possible by assisted through means of technology. Students' response has showed that there is a great relation between language-learning motivational factors and using technology. In fact, the findings regarding through the integration of Prezi based approach towards Interpersonal Communication course materials, then corroborate the prior related study by Binnur that electronic media possess powerful learning assistance to students.

Therefore, the second answer of the research question about the students' perception towards Prezi based approach of Interpersonal Communication course materials is providing high learning assistance. This high learning assistance of Prezi materials covers the idea of helpful power to learn itself, leading respondent to be an autonomous, finding more learning resources, supportive features for learning, matching with respondents' learning style, the comprehensible course materials, and the helpful power to understand the course materials.

The Accessible Experiences of Prezi based Approach Materials

In spite of the encouragement power and the learning assistance indicated the high level of response as mentioned on previous discussion. The study provides by the accessible experiences toward Prezi based approach of Interpersonal Communication in terms of how students perceived their availability to access the course materials via online hit 39.74% as the highest response collected from always and almost always responses. Although the distribution of the accessible experiences showed lower frequency comparing to the prior issues towards Prezi based approach of Interpersonal Communication course materials, yet this finding is still can accept as positive result since there were 32.05% other students indicated that sometimes they felt accessible using online materials. This finding signalled the suitability of Prezi to be used in accessing the course materials with partial imperpness. While the findings followed by the rest participants (28.2%) were rarely felt accessible, even few of them were never experienced accessible to Prezi online course materials. Thus, analysing the data on this category, the results then could be categorised as a medium level of response in terms of the percentage distribution.

There are likely several indications for the regression result on the occasion of students' perception toward the accessible power of Prezi online course materials. As participants of this study used different devices and different areas to access the lesson, some likely felt accessible experiences, but several participants may encounter few unsupportive features during tapping the materials. The data on chart 1 reveals that most students were employed smartphone to access the course materials. The use of smartphone allowed the participants to view Prezi project in smartphone based interface, most notably by Android version, which allow its users to view Prezi in a simple display. However, as Prezi course materials designed to attach some media and features on canvases, then it resulted on large size of files which at the end of the date likely affect how the materials were smoothly accessed. Moreover, the Prezi materials which uploaded to user's account have automatically changed to the cloud based format (online storage) for every time of synchronisation aimed to provide reliable course materials for distance participants (the ones who contacted through internet only). In fact, as common online software, then Prezi online course materials required their viewers on accessing them

through stable network, most importantly when viewers were about to watch the videos and YouTube video links. Reliable internet signals and factors such as computer high processor performance or high RAM capacity for both computer and smartphone contributed on the satisfaction accessible experiences. On the contrary, dissatisfaction accessible experiences would be faced when the aforementioned terms not fulfil. Another very basic need is the technological literate. Students' skills and experiences on electronic devices, more specifically, on adding and modifying the content are the prerequisite to get accessible exposure in online media. These are similar with the three standards of effective generic application pointed out by Rodriguez (2013) in language education:

1. Provide access to linguistic and cultural materials. Easier access to learning materials (e.g. using databases, the Internet, etc.)
2. Enhance learner control over materials. Students can modify materials so the input they receive is more manageable (e.g. repeating tasks, revising materials, controlling sound, pace, etc.)
3. Allow students to interact with real people at a distance. Students can engage in real communication in the target language.

In fact, the result of the study suggests the majority participants felt the accessible experiences to the Prezi based approach of Interpersonal Communication course materials followed by the partial responses of sometimes felt accessible showed higher percentage than the participants with low accessible experiences. Therefore, from all of responses and factors affecting them, then the study concluded that the participants' perception towards the accessible experiences of Prezi based approach of Interpersonal Communication online course materials were in positive responses with medium average of accessible power. These positive responses with medium average of accessible power covers the idea regarding to the flexibility of time, location, and devices which used to access the course materials.

The Learning Experiences of Prezi based Approach Materials

The principal goals in conducting this study were viewed on how today the technological assist learning involved in educational sector. Some studies have pointed out that multimedia bring a virtual environment for learning. In research conducted by Shrivastava (2015) media in academics viewed as important because it develops students' creative powers and enable students to develop critical thinking, analysing and reflecting on their experiences while using various means of Media. Another perspective by Nguyen (2008) argued that the Internet technology facilitates

resource retrieval for teaching and learning experiences. It provides authentic and up-to-date teaching and learning materials. However, it needs expert help if they are to realise their potential. Thus, Nguyen then brought the idea of Romiszowski & Mason (2004) that online teachers need to process a variety of novel strategies to incorporate media in their lesson plans.

The gathered data related to the learning experiences of Prezi materials also suggest how Prezi can enhance the learners' motivation and learning experiences in learning Interpersonal Communication. The results of the study indicated that half of total the respondents (50%) were frequently in affirmative responses toward the positive statements on the questionnaire and dramatically reached contrast responses (78.84% response infrequently) toward the negative statements on the questionnaire. Such devastating and versatile learning experiences offered by Prezi then need to be maneuvered in accordance with academic achievements. However, since the study mainly examined the integration of Computer Assisted Language Learning (CALL) with course materials instead of testing content materials, then the learning experiences from the incorporation of Prezi based approach of Interpersonal Communication course materials delimited in terms of the context of the discussion, the assistance to explore deeper to the resources, the motivation to learn the materials, and satisfaction of learning Interpersonal Communication through Prezi. Therefore, the final answer of the gathered data elicited from Business Students' perception toward the learning experiences of Prezi based approach of Interpersonal Communication course materials were frequently experiencing.

The Students' Expectation towards Prezi based Approach Materials

The scale gathered from table 6 reveals that the students' expectation toward Prezi based approach course materials of Interpersonal Communication were highly expected comparing with the used of traditional method (without multimedia) which indicated high contrast of responses. Despite the fact that some respondents have troubled with their convenient in regards with time, place, and devices for accessing the course materials as afore discussed, a different result in this study come out. 73.08% respondents have a positive response towards Prezi based approach of Interpersonal Communication course materials, in this occasion, highly expected the implementation of Prezi. In a further analysis, it

was found that only 9.61% of the students had low expectation towards the use of Prezi course materials, 17.31% had moderate expectation, and as the comparator only 11.54% had assumed that traditional method (without multimedia) were better.

Although the study was conducted in an environment where the participants had a rare chance to experience the stable wireless connection, they still developed positive response and high expectation towards the implementation of both for personal use (53.85% agree, 19.23% strongly agree) and expected for lectures on the classroom (38.46% agree, 34.62% strongly agree). This finding sounds contradictive with what Lachheb (2013) suggested that proper network such as 4G networks in Tunisia are useless since students having no wireless access to the internet at the university campus which the implication will culminate in web access lack. In contrast, the respondents, mostly still study at State University of Makassar, possess positive responses and high expectation toward the implementation of Prezi based approach of Interpersonal Communication course materials. This finding can be explained with several statements where students indicated that they used mostly smartphone to access the course materials. Some network operators nowadays have been providing reliable connection, of course this also affected by where the respondents located on and how well enough the devices they use to access the course materials. However, students' aspiration of proper network to implement particular online strategy should be taking into account, since all students deserve to feel the same learning experiences. In fact, prior experiences on attending presentation used Prezi may also help them to develop positive responses on this study.

Conclusion

Based on the findings and discussion, the writer has concluded;

1. Prezi based approach of Interpersonal Communication course materials provides highly encouraging power and learning assistance to Business English students at State University of Makassar. This information indicates that the students have attained certain benefits such as to be motivated, excited, and assisted to learn from the strategy of accessing the course materials of Interpersonal Communication using Prezi. Moreover, it also suggests that learners can direct themselves to be autonomous by utilising Prezi based course materials and then led learners to understand more to the course materials. While in terms of the frequency experiences on accessing the course materials, the students' responses are positive with medium accessible power, and

frequently experiencing. This finding related to the accessible power of Prezi based materials signalled the suitability of the software to be used in accessing the course materials with partial imperfection such as few unsupportive features, lagging, and several experienced with unstable network. Furthermore, the gathered data related to the learning experiences of Prezi materials also suggest how Prezi can enhance the learners' motivation and learning experiences in learning Interpersonal Communication.

2. In reference to the students' further expectation toward Prezi based approach of Interpersonal Communication course materials, the research revealed that the students of Business English have a positive expectation. They are highly expected the implementation of Prezi in the future to be used for reviewing and lecturer presenting the course materials of Interpersonal Communication. This finding is parallel with their responses on the questionnaire where they can feel the benefits of Prezi based materials such as motivated, interested, and assisted to learn. Although so, there are some students suggesting to improve the quality of the tools, such as reliable electronic devices and stable network if an online media are about to be implemented. Therefore, learners feel that introducing what are the benefits of learning assisted ICT to learners are crucial things to be considered for nowadays application.

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TEACHER PROFILE MAPPING EARLY CHILDHOOD EDUCATION (ECE) AND ITS SPREADING IN BENGKULU

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ABSTRACT

This study aimed to determine the profile data about early childhood teachers and dispersal in the province of Bengkulu. This research was conducted by quantitative descriptive approach. Data collected by the data contained within the national education office cities and counties in the province of Bengkulu. The results of reserach showed that early childhood education teachers in Bengkulu province is still in the qualification and competence as a teacher aide. A small part of the teachers already have a first degree but are not relevant. Distribution of the number of teachers of early childhood education most in Kepahyang district and the city of Bengkulu. Most early childhood education teachers are not civil servants but most of them have NUPTK so they have a chance to follow teacher certification. Judging from age, their average age of 39.2 years and average teachers are approaching retirement age from the city of Bengkulu.

Key Word: ECE Teacher, Profil Mapping, and Spreading Teacher

Law Number 20 Year 2003 on National Education System Article 1 paragraph 14 states that Early Childhood Education (ECD) is a development efforts aimed at children from birth to the age of six years are accomplished by providing stimulation of education to help the growth and development physically and mentally so that children have the readiness to enter further education. Based on the statement ECD be important in determining a person's growth and development. Early childhood is the beginning of the period of the most important and fundamental throughout the range of growth and development of human life. In early childhood, all children's potential is growing very fast. The facts found by the experts in neurology, stated that about 50% of the capacity of human intelligence has occurred when the age of 4 years and 80% had occurred when he was 8 years old. Growth functional nerve cells require a variety of situations supportive educational environment. In this regard, since the environmental situation of education is indispensable in developing the full potential of children, the efforts of early childhood education as a form of stimulation is very important developments.

As stated by the Directorate of Early Childhood (2012), the government continues to encourage awareness of the importance of early childhood education towards early childhood education as a national movement. Law on National Education System mandates that early childhood education can be implemented through all education, whether formal, non-formal or informal.

Prodi ECD FKIP Bengkulu University also are involved in improving the quality of early childhood education, especially in preparing candidates for early childhood teachers who profesional. PAUD formal education includes kindergarten and Rodlatul Atfal. Kindergarten and Rodlatul Atfal have a responsibility to improve the quality of early childhood education.

Kindergarten as a sub-system of education has an important role and strategic in laying the foundation of education to the next generation, because it is the initial stage of the educational process is organized in a structured way in the effort of nation building reliable so as to be independent and able to compete with other nations in the era globalization (Directorate of Early Childhood, 2011)

The learning activities in kindergarten and Rodlatul Atfal should be implemented based on the principles of learning appropriate for children ages kindergarten and Rodlatul Atfal. Each learning activity that is designed not only to follow the principles of learning but also views its association with the breadth of material / materials, learning experiences, time and place of learning, tools / learning resources, forms of class organization, and method of evaluation.

The quality of learning can be measured and determined by the extent to which a particular learning activity can be an instrument of change the behavior of learners towards appropriate competence has been determined. Therefore, teachers Kindergarten demanded to design, develop and implement learning activities appropriate to the developmental characteristics and needs of learners kindergarten, state of the environment, and the

availability of educational facilities as well as the condition of kindergarten for development self.

The issue is whether teachers of kindergarten and Raudhatul Atfal able to design, implement, and evaluate learning according to the developmental characteristics and needs of children?

Even now only about 15% of educators meet educational qualifications, and only about 40% of educators who received training relevant to Kindergarten (Directorate of Early Childhood Education, 2012).

Under the law No. 20 of 2003 Article 39 of the national education system, educators are professionals in charge of planning and implementing the learning process, assessing the results of learning, coaching and training and conduct research, and community service. "This means that childhood early educators should be handled by professionals. The duties and guiding the work of early childhood professionals can not be done by just anyone.

The government's policy of article 29, paragraph 1 of Law No. 20 of 2003 requires that educators in early childhood must have: 1) The minimum academic qualification educated Strata 1; 2) the background of higher education in the field of early childhood education, 3) professional certification for early childhood teachers. In addition to the requirement that professional educators in the field of early childhood, he should possess pedagogical, personal, professional and social.

On the basis of the above considerations to determine what kind of picture quality early childhood education attainment level mapping in Bengkulu city needs to do research. This study focused on mapping the profile of teachers of early childhood education and spreading in the province of Bengkulu. As outlined in the background in early childhood issues that teachers should have academic qualifications and a number of competencies required of educators in early childhood. This study is limited to mapping the profile of teachers of early childhood education and spreading in the province of Bengkulu. The research problems are: How is the profile of early childhood teachers in the provinces of Bengkulu?. How distribution profile early childhood teachers in Bengkulu province?.

This study aimed to determine (a) the data on the profile of early childhood teachers in the provinces of Bengkulu (b) the distribution profile of early childhood teachers in the province of Bengkulu. Data from this study can be used as (a) the basis for the educational institutions in formulating policies in

developing the quality of early childhood teachers, b) material feed back to design a program of curriculum development department of early childhood education and training design and development of teachers of early childhood education, c) is used by researchers as reference material to develop learning, especially in early childhood studies program.

RESULTS AND DISCUSSION

Given the importance of early childhood education management in service of early childhood in developing their potential, then teachers, early childhood education needs to be sufficient and evenly. Results on the ground show the following:

Profile of Teachers of Early Childhood Education Based on Total persebarannya

Tabel 1: the number of teachers of early childhood education and spreading in the Municipality of Bengkulu.

| County/Municipality | Male | Famale | Number | % |
|---------------------|------|--------|--------|-------|
| Kepahyang | 13 | 426 | 439 | 43,7% |
| Rejang Lebong | | 26 | 26 | 2,6% |
| Center Bengkulu | | 30 | 30 | 3% |
| Nort Bengkulu | 6 | 33 | 39 | 3,9% |
| Kaur | | 6 | 6 | 0,6% |
| South Bengkulu | | 107 | 107 | 10,6% |
| Municipality | 6 | 352 | 358 | 35,6% |
| Jumlah | | | 1005 | 100% |

From the table it can be seen the number of teachers in early childhood education are recorded in the Education and Culture district and the city as many as 1005 people. The majority of teachers of early childhood education is dominated by women. When viewed from spreading then average the most number of early childhood education teachers in the district are Kepahyang, namely 43.6%.

1. Profile of Early Childhood Education Teachers Who Have NIP.

Identity Number of Civil Servants (PNS) is shortened to Main Number Employees (NIP) is the number given to civil servants as an identity that includes the year, month and date of birth, year and month of first appointment as a candidate for Civil Servants, sex and serial number, NIP serves as Identification Number in case: (a) coaching career, (b). payroll services, (c) retirement services, (d) social insurance services, (e) savings services, (f) the management of personnel administration, and (g) other useful services for civil servants. The number of early childhood teachers who already have a NIP can be seen in the following table.

Table 2: Profile of Teachers of early childhood education that has NIP

| County/ Municipality | Number of Teachet | Having a NIP | No having a NIP |
|----------------------|-------------------|--------------|-----------------|
| Kepahyang | 439 | 31 (7,06%) | 408 |
| Rejang Lebong | 26 | 20 (76,92%) | 6 |
| Ceenter Bengkulu | 30 | 12 (40%) | 18 |
| North Bengkulu | 39 | 12 (30,76%) | 27 |
| Kaur | 6 | 6 (100%) | 0 |
| South Bengkulu | 107 | 105 (98,13%) | 2 |
| Municipality | 358 | 118 (32,96%) | 240 |
| Total | 1005 | 298 (29,65%) | 707 |

From the table it can be seen an average of Bengkulu Province early childhood teachers as much as 29.65% who have recently NIP or Employee Identification Number. That is still 70.35% are permanent employees / private or appointed by decree of the foundation. From the overall early childhood teachers who already have a NIP most is South Bengkulu ie 105 teachers from 107 the number of teachers or 98.13%.

2. Profile of Teachers of early childhood that have Unique Number of Teachers and Education Personnel (NUP Kindergarten).

Profil early childhood teachers who have NUP Kindergarten even Children can be seen in the following table:

Table 3: Profile of Teachers ECED own NUP Kindergarten even Children

| County/Municipality | Number of Teacher | Having NIP | No Having NIP |
|-----------------------|-------------------|------------|---------------|
| Kepahyang | 439 | 114 | 325 |
| Rejang Lebong | 26 | 23 | 3 |
| Bengkulu Tengah | 30 | 30 | 0 |
| Bengkulu Utara | 39 | 37 | 2 |
| Kaur | 6 | 6 | 0 |
| Bengkulu Selatan | 107 | 2 | 105 |
| Bengkulu Municipality | 358 | 356 | 2 |
| Jumlah | 1005 | 568 | 437 |

The average teacher early childhood education sepropinsi Bengkulu who own NUP KINDERGARTEN as much as 56.52%. So that do not have as much as 23.48%. From the data obtained by teachers who already have NUP KINDERGARTEN most are early childhood teachers Bengkulu city is 356 of 358, or 99.44% own NUP KINDERGARTEN. While Central Bengkulu district Kaur and yet have NUP KINDERGARTEN.

3. Profile of Teachers of early childhood education by Age

Based on the data obtained can be known age of early childhood teachers by region.

Table 4: Average age of teachers of early childhood education

| County/Municipality | Number of teacher | Average of old |
|---------------------|-------------------|----------------|
| Kepahyang | 439 | 31 years |
| Rejang Lebong | 26 | 44 years |
| Bengkulu Tengah | 30 | 37 years |
| Bengkulu Utara | 39 | 35 years |
| Municipality | 358 | 51 years |
| Average | 892 | 39,2 years |

From the table it can be seen an average of early childhood education teachers in Bengkulu province aged 39 years and 2 two months. Teachers who are in the municipality of Bengkulu on average are at the age of 51 years. This means that early childhood teachers who are in the territory of Bengkulu Municipality tend to be older and closer to retirement.

4. Profile of Teachers of early childhood education by Academic Qualifications.

Based on data obtained qualification of early childhood teachers Bengkulu province is as follows:

Table 5: academic qualifications of teachers of early childhood education

| County/Municipality | Elementary/ Secondary School | High School | D1 | D2 | D3 | S1 | S2 | S3 |
|---------------------|------------------------------|-------------|-------|-------|------|--------|------|------|
| Kepahyang | | 70,7% | 0,5% | 3,5% | 0,8% | 24% | | 0,5% |
| Rejang Lebong | | | | | | | | |
| Center of Bengkulu | 8% | 56% | 24% | | | 12% | | |
| Nort Bengkulu | | 18% | | 15,4% | 5,1% | 61,5% | | |
| Municipality | | 19% | 2,9% | 13,3% | 5,7% | 57,35% | 1,8% | |
| | 8% | 40,9% | 9,13% | 10,6% | 3,9% | 38,7% | 1,2% | |

From the table it is known that the average teacher early childhood education levels are mostly high school. If visits by Minister of National Education of the Republic of Indonesia Number 16 of 2007 on Academic Qualification Standards and Competencies Teacher, the teacher who was in the area of academic qualifications and competence Bengkulu almost 60% are academic qualifications and competence as teachers.

5. Relevance Academic Qualification of ECE Graduate

Based on the educational background who already have a Strata 1 certificate, can be seen in the following table:

Table 6: Early Childhood Teacher Academic Qualification Match

| Municipality/County | S1 Graduate | S1 Graduate in ECE Teacher Education | Graduate in Elementary School Education | S1 Graduate in others |
|--------------------------|-------------|--------------------------------------|---|-----------------------|
| North Bengkulu | 61,5% | 5 (15,15%) | 4 (12,12%) | 24 (72,73) |
| Municipality of Bengkulu | 57,53% | 120 (54,05%) | 1 (0,45%) | 101 (45,5%) |
| Total | | 125 (49%) | 5 (2%) | 125 (49%) |

Based on the relevance of the educational background of teachers, early childhood education, the average education early childhood teachers mostly not of S1 ECD / teacher education in KINDERGARTEN, with details of the relevant 49% and 51% irrelevant. For the city of Bengkulu than 57% of teachers who have the relevant certificate S1 turns as much as 54.54%. As for North Bengkulu from 61.5% early childhood teachers with a S1 graduate, relevant and have academic qualifications as much as 15.15%. From the data obtained a description that academic qualifications and competence of early childhood teachers in Bengkulu region has problems, especially qualified teachers.

Quoting from Republika, co, id, Jakarta, (20 Nov 2013) Case, early childhood education (ECD) in Indonesia is considered still has many problems. One of them is related to the quality of teachers. Until now, early childhood teachers who do not have a college degree or educated S1 or D-4 in Indonesia, is still 80 percent. The total, reaching 217 thousand teachers. In fact, by 2020 all teachers KINDERGARTEN should have a university degree, it is an effort to improve the quality of

education in Kindergarten. Terms of early childhood teacher or kindergarten (KINDERGARTEN) it must be S1 graduate (Director of Early Childhood Education Informal Formal (PAUDNI) of the Ministry of Education and Culture Lidya Feryani Hawadi reporters).

6. Profile of Teachers of early childhood education and spreading in Bengkulu

| County/Municipality | Number | NIP | NUP Kindergarten | Age | S1/S2 | Relevant |
|---------------------|--------|--------|------------------|------|--------|----------|
| Kepahyang | 43,7% | 7,06% | 25,97% | 31 | 24,5% | |
| Rejang Lebong | 2,6% | 76,92% | 88,46% | 44 | | |
| Center Bengkulu | 3% | 40% | 100% | 37 | 12% | |
| North Bengkulu | 3,9% | 30,76% | 94,87% | 33 | 61,5% | 15,15% |
| Kaur | 0,6% | 100% | 100% | | | |
| South Bengkulu | 10,6% | 98,13% | 0,19% | | | |
| Municipality | 35,6% | 32,96 | 99,44% | 51 | 59,15% | 54,05% |
| Average | | 29,65% | 36,31% | 39,2 | 39,9% | 49% |

Based on the table it can be seen that the number of early childhood teachers Kepahyang widely spread in the district and the city of Bengkulu, which has been appointed as civil servants ranges from 29.65%, have NUP KINDERGARTEN as much as 56.51%, the average age was 39 year and 2 months, and has an academic wualificataion is 49% .

From academic qualifications in terms of data collection, a complete data is Bengkulu city and district of North Bengkulu.

CONCLUSIONS AND RECOMMENDATIONS

Based on the discussion of the results of this research is that the average.

1. The number of early childhood teachers are scattered unevenly Bengkulu province, there

are still many in the district Kepahyang and the city of Bengkulu.

2. Average Bengkulu province early childhood teachers are not civil servants.
3. Average oTeacher Paud Bengkulu own NUP KINDERGARTEN.
4. The average age of early childhood teachers ranges from 39 year and 2 months , or are in the productive age
5. Age of the oldest early childhood teachers in the urban area of Bengkulu
6. The average academic qualifications and competence of Bengkulu province early childhood teachers are at the level of qualification and competence as teachers.
7. The average early childhood teachers from the city Bengkulu memiliki academic qualifications and competencies that are relevant as early childhood teachers.

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PROFILE BASIC ATTITUDE OF GUIDANCE AND COUNSELING STUDENT STATE UNIVERSITY OF MALANG

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ABSTRACT

This study aims to reveal profile the basic attitude of student guidance and counseling State University of Malang. The basic attitude is one of the important components that influence the effectiveness of counseling services. The design of this study is a survey research. Subjects of this study is 70 students guidance and counseling class of 2013. The research instrument used questionnaire. Data analysis is descriptive by percentage. The results obtained were as follows, 1) the basic attitude of 24.3% of students are categorized less, 2) the basic attitude of 64.3% of students categorized as adequate, and 3) the basic attitude of 11.4% of students categorized as good. The conclusion of this study is mostly student guidance and counseling, state university of Malang (64.3%) included in the medium category for basic attitude ability.

Keywords: *profile, basic attitude, guidance and counseling student.*

Talking about counseling practice means we're talking about an effort to help. In the process of counseling, the counselor helps private counsees to evolve, solve problems, gain a better understanding of the difficulties, worries, concerns, and changes in thinking, attitude and behavior, in the areas of comprehensive, including personal, social, career, and learning. As an effort to help people to grow and develop optimally, in the counseling process there is a lot of hope is pinned in the counselor. Expectations of counselee there is delivered directly by the individual, but there are also expectations that are expressed counselee. The counselee expectations more or less about the expectations of the counseling process itself, expectations regarding the obstacles it faces, and expectations regarding the future life. Expectations counselee is actually in line with the function of counseling itself which serves to help the counselee aware of their own strengths, finding things that hinder the use of such forces, and clarify became kind of person what they want (Corey, 2009).

The counselee expectations indicate that in the process of assisting conducted by the counselor must be a process that truly know and understand the conditions counselee intact for solving the problem actually is not a primary function of counseling. Counseling is a process where the counselee invited to see the behavior and lifestyle of their own honestly and make decisions regarding the ways in which it is desirable to modify the quality of their lives. In other words, the counselor's role is to facilitate the counselee in an effort to take a decision so

that the counselee will evolve according to its own needs (Corey, 2009).

The role of counseling in an effort to help people is to give an opportunity to the counselee to explore, discover and explain the choices to live more positive and prosperous for the counselee. Counseling is designed to help the counselee understand and explain their outlook on life, and to help achieve the goal of self-determination (self determination) them through informed choices with good and meaningful to them, and through solving emotional problems, or interpersonal character.

Given the position as the main service BK counseling in schools, counselors are expected to be able to provide excellent service. Absolute prime services provided by counselors in light of the complexity of the problems and needs of students, the demands for time efficiency and the demands of completeness resolution. This shows the importance of the role of counselors in counseling services. The counseling process will be a process that provide benefit for the counselee or not will depend largely on how the counselor attempts to make the counseling process into a process of therapeutic treatment.

Therapy is a therapeutic interpreted as a therapeutic process that can provide the power for the counselee to fully understand her condition with all the strengths and weaknesses so that the counselee has the will and effort to get out of the present situation by itself is not unpleasant. Therapeutic relation itself is one important factor that has a major contribution in facilitating the process towards changing the therapeutic self counselee counsees (Lambert, 1992, in Bertolino & O'Harlon, 2002). This means that the counselor has a strategic role to facilitate the process of

therapeutic treatment. It can also be said that the counselor is the key to take the initiative and develop quality relationships (conditions conducive and facilitating the growth of students towards better) when the counseling process.

From some of the literature and empirical studies show that there are many factors that contribute to the effectiveness of counseling services. Glading (2014), suggests that the effectiveness of the counseling process is determined by several things: the personality and background of the counselors; formal education acquired counselor; and the counselor's ability to engage in professional counseling activities, such as continuing education, supervision, advocacy, and portfolios. While Wampold (2001) reveals that the successful implementation of counseling services will refer to the extent to which counseling is given on the creation of therapeutic changes on-counselee counsees who come to the counselor who is being practice. Carkhuff (2008) suggested that the counselor and the counseling process has a dynamic effect on the others, if not useful, most likely it gives undesired effects.

Based on the study results of research on the results of counseling, Lambert (1992) concluded that the technical / fundamental skills counseling counselor has contributed 15% to the overall outcome of therapy. 15% is contributed by the variables of hope and confidence counselee that he underwent counseling will produce the desired changes. The therapeutic relationship, interpersonal skills and the basic attitude counselor counselor accounted for 30% of the results of therapy. while the largest proportion, with 40% contributed by the counselee variable is motivation and level of problems.

From the literature review and empirical results mentioned above, it appears that the effectiveness of counseling services can be seen from several factors. Some of the factors that have contributed to the effectiveness of counseling services among other factors counselee conditions, counseling skills and attitude /personality counselor. All three of these factors need to be considered well by the counselor in order to realize an effective counseling service so it really can help counsees resolve obstacles to the development tasks in order to achieve a better life

The variable in this study is the basic attitude of the counselor. Basic attitude oriented attitude required number and contribute to the course of the counseling process. Expected

counselors have attitudes that can foster awareness and willingness counsees to be actively involved in the counseling process. Basic attitude is in itself counselor will show how much willingness counselors to provide themselves seamlessly into the counseling process, the involvement of the whole counselors in the counseling process is very important that the counseling process undertaken by the counselee can be a therapeutic process.

Basic attitude counselor significant effect on the competence of counseling (Wilkins, 2000; Ridge et. Al, 2003; Trusty & Brown, 2005; Moon, 2007; Wampold, 2010; Dollarhide et. Al, 2012; Cornelius-White & Carver, 2012). To create an effective counseling process required adequate conditions: 1) congruence; 2) Unconditional positive regard; and 3) empathic understanding (Rogers, in Corey, 2009). These conditions must be present on the counselor in an effort to facilitate the development of the counselee. That condition is not naturally present in every counselor but something that should always be grown continuously in a helping relationship.

From the study of research results (Pattersen 2004), attitudes owned counselors have a significant impact on the counseling process. The results of these studies indicate that the need for continuing efforts of the counselor to continuously improve their personal capacity so that it does counseling services are services that are meaningful to the life of the counselee. Basic attitude counselor is an absolute requirement to deliver therapeutic counseling process.

This study will refer to the basic attitude developed by Rogers (in Corey, 2009). Rogers stated that in order to create an effective counseling process required conditions are sufficient. The conditions are sufficient for the occurrence of a change in the counseling process: 1) Genuine; 2) Unconditional positive regard; and 3) emphatic Understanding

Unconditional positive regard is a condition in which the counselors leave and accept what clients say, think, and do, without judging and accept the good and bad counselee (Sundberg et. Al., 2002; Corsini and Wedding, 2011). Unconditional positive regard it as a continuum. The greater the degree of joy, attention and warm reception to the client, the greater the chances for menunjung changes to the client. The key to the growth of the attitude of unconditional positive regard is the awareness of the counselor. When the counselor is pleased to constantly identify its awareness to foster an attitude of unconditional positive regard in relationship counseling, the counselor is going through a personal and professional development efforts as a helper.

Empathic understanding of the counseling process is to capture the subjective meaning, that

meaning given by the counselee. In counseling is needed is not objective truth, but how counselee see the truth of it. A counselor is not necessary to examine the truth of the words counselee, but it is important for counselors is to capture the way the counselee stated the truth and eventually a counselor can capture the overall sense counselee statement. The counselor should be able to integrate itself with the world counselee and may reunite in a reasonable manner and with feeling so counselee easily capture and comprehend. Finally, the counselee can see the alternatives realistic with yourself and dare to formulate a wise decision.

Genuine or congruence conceptualized as awareness, openness and connectedness in three human dimensions of the counseling process (Lee, 2001). Congruent will be key for the counselor to deal with a variety of clients with diverse backgrounds and uniqueness (Fox, 2012). This was confirmed by Ellingham (1999) which states that congruence be an asset for the counselor to help the counselee show the real side of him in the counseling process.

Unconditional positive regard, empathic understanding and genuine shown by counselors actually creates trust (trust) of the counselee. In all respects the counselor should be able to demonstrate an honest and fair manner so that it can be trusted by the counselee and counselee dare to open up to the counselor. If at any time a counselee know that the counselor unlock its secrets, the counselee may imply a lack of trust and self-closing. These conditions will damage the relationship that has existed between him and the counselor. Counselee should very sensitive to the attitude shown by the counselor, because counselee has to take risks by opening up, especially the secret of his personal life.

Research on the profile of this basic attitude will involve prospective student counselor. In order to better understand the ability of prospective students the basic attitude of the counselor that contribute to the effectiveness of counseling and counselor education in order to improve the training and preparation of candidates for professional counselors, this study was conducted to get an idea of the basic attitude of students majoring in BK. Information on basic attitudes that contribute to the effectiveness of counseling is important to know and learn about prospective student counselors so that they actually set up and grow a counselor's personal competencies necessary for provision of effective counseling. In addition the profile basic attitude majors this BK is expected to be one of the study materials

for colleges in formulating curriculum subjects BK particularly with regard to the preparation of the prospective counselors personal competence.

METHOD

The design of this study is a survey research. Subjects were included in this study were all 7th semester students majoring BK University of Malang academic year 2016/2017 a total of 70 students. Data collection instrument used was an open questionnaire. The data were analyzed with descriptive percentage technique.

RESULTS AND DISCUSSION

Results

Open questionnaire instrument used to measure this basic attitude Rogers developed his theory of a total of 22 items. The scoring of the answers given by the subjects using a rubric. Scores given by moving from number 1 to 5. A score gains each subject and then classified by category are set to determine the level of ability of the basic attitude shown by the subjects. Categories set is less, is quite, good and very good.

Of the 22 total items used to measure the ability of the basic attitude of the study subjects, there are 8 items to measure aspects of congruence, 6 items to measure aspects of empathic understanding and 8 items to measure unconditional positive regard.

Measurement capability basic attitude is divided into three sub variables: congruence, unconditional positive regard and empathic understanding .. The results of a study involving 70 subjects showed that the basic attitude of the 17 subjects, or 24.3% included in the category of less, 2) basic attitude of most of the subjects ie 45 subjects, or 64.3% included in the category enough, and 3) the basic attitude of the eight subjects, or 11.4% is included in both categories. There is no research subjects who have the ability basic attitude in the very good category.

Of the three aspects or sub-variables, most of the study subjects get low scores on the variable sub congruence, ie some 40 subjects, or 57%. While aspects of unconditional positive regard and empathic understanding uneven distribution of scores.

Discussion

The results of this study illustrate how the state of the ability of the basic attitude of prospective student counselor. Student counselor candidates to fill basic attitude instrument based counseling practice their experience during their education. Research that shows most of the prospective student counselors have the capability sufficient basic stance on the category can be the basis for the Department of Guidance and

Counseling to give more opportunities to practice counselor prospective students develop the ability to essentially attitude through counseling practicum.

Basic attitude is one of absolute counseling competencies mastered well by the counselor. Counseling competence refers to the ability of the counselor to apply a form of treatments, the ability to assess the counselee well, and the ability to select appropriate treatments (Fairbun & Cooper, 2011). Competence counseling is important to talk for counseling competence is closely related to the quality of counseling, ie the extent to which treatments are given good enough to achieve the desired effect (Carey & Harington 2010; Minami et. Al, 2009).

Talking about the competency means that we are talking about capabilities that include cognitive, affective and psychomotor. Competence can be defined penguasaan counseling counseling by counselors that include mastery of cognitive, affective and psychomotor. Competence counseling emphasis on how to: a) counselors think and feel themselves with respect to its performance, b) their attitudes about themselves with respect to its performance. Basically competencies reflect the various attributes of psychological counseling, not only on the skills of counseling alone (Wampold, 2010).

Competence counselee also stressed how the orientation counselor in the counseling, which not only emphasizes the process but also results-oriented counseling that is capable of delivering counselee toward therapeutic change (Yuksel, 2009). Besides the competence of counseling also emphasizes how intentionality / full involvement counselor in the counseling process from the beginning to the end of the counseling session, even includes an evaluation of the results of the counseling. Competence counseling counselor is also related to efforts to maintain and improve the quality of counseling (Harsy & University, 2012). Competence counseling is the process of progressive movement toward therapeutic outcomes for counseling. Thus the counselor is required to provide a facilitative relationship for the sake of change embodied therapeutic counselee (Carrel & Hoekstra, 2014).

Schaub & Tokar (1999) reveals there are three factors to measure the counseling relationship, namely: personal commitment to clients, conditions facilitative and expertise / expert counselor. Skills / expert counselor affect how the counseling process that occurs, the counselee condition and results of counseling itself. This shows the importance of

counseling competencies mastered well by the counselor. The position is very strategic counselors in counseling services, interesting to be given as pengampu counselor counseling services.

Counselor counseling competency development requires a paradigm shift. If the previous paradigm competence development-oriented counseling counseling skill acquisition alone, it takes an understanding of the new paradigm regarding the competence of counseling. Competence counseling should be viewed as a holistic and comprehensive system, which considers that the competence of counseling includes cognitive, affective and psychomotor.

It can be concluded that the process involved in counseling competencies is complex. This complexity is characterized by 1) the number and the elements / factors making competence of counseling, 2) the complexity of the interactions between the constituent elements of counseling competencies. It is important for counselors who are competent to always examine, evaluate and develop counseling services do to be of service can present yourself counselee therapeutic changes. Ridley et. al (2011) suggested that individual differences in the capacity, potential and experience that exist in each counselor will be a differentiator for the competence of counseling each counselor. Counseling competence is a continuum, which means that every counselor can develop competencies counseling but will never achieve uniformity among each counselor. The most important thing is to make sure that every therapist is at the highest level in professional development function (McKinney & Thomas, 2010).

In an academic paper guidance and counseling (DEPDIKNAS, 2008), the figure intact counselor competencies include academic and professional competence as a whole. Academic competence is the scientific basis of tips implementation of professional guidance and counseling services. Academic competence is the basis for the development of professional competencies, which include: (1) a deep understanding counselee served, (2) control of the foundation and the framework of theoretical guidance and counseling, (3) organize guidance and counseling services are memandirikan, and (4) develop personal and professional counselors on an ongoing basis. The performance of counselors is strongly influenced by the quality control of all four of the competency is based on the attitudes, values, and personal tendencies that support. Academic competence and professional counselors are integrated to build the integrity of pedagogical, personality, social, and professional.

From the above explanation can be said that the competent counselor is a counselor who

perform services in particular BK professional counseling services. It required a thorough mastery of the counseling that includes cognitive, affective and psychomotor. The third sphere is realized in the form of mastery of basic knowledge of counseling, basic attitudes, basic skills of communication and cultural skills are adequate.

Basic attitude of a number of core conditions in which the counselor is required to display it in the counseling process to achieve a therapeutic aid for the counselee. The attitude of a counselor is important in helping the counselee because it will affect the counseling process. Positive attitude counselors will provide valuable experience to the counseling process, otherwise the negative attitude of counselors who will hinder the process of counseling. The attitude of a good counselor will facilitate the counselee to recognize and understand their subjective experience. Counselee experience is exactly what is going to encourage counsees toward behavior change. For that as a competent counselor, the counselor should foster attitudes that contribute to therapeutic changes demanded counselee and constantly hone themselves to develop a helper attitudes and make them a part of himself.

CONCLUSION

From the results of research on the basic attitude profile prospective student's counselor can be concluded that the majority of students majoring BK University of Malang's ability essentially attitude is at the level sufficient capacity. Based on these results suggested to the Department of Guidance and Counseling in order to reformulate the curriculum guidance and counseling, and counseling achievement of competencies in particular the basic attitude of an effort to prepare candidates for the professional counselors.

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THE EFFECT OF CLASS LEVEL ON THE METACOGNITIVE SKILLS OF JUNIOR AND SENIOR HIGH SCHOOL STUDENTS IN MALANG WITH THINK PAIR SHARE LEARNING

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ABSTRACT

This research aimed at revealing the effect of class levels on the metacognitive skills of junior and senior high school students in Malang, Indonesia. The population of this research was all junior and senior high school students in Malang. The samples of this research were four classes consisting of class VII & VIII of Muhammadiyah junior high school 1 Malang and class X and XI Muhammadiyah senior high school 1 Malang, and the total number of the students was 111 students. The learning model used in this research was Think Pair Share (TPS). The type of this research was a quasi-experiment in non equivalent pretest posttest control group design. The results of the research showed that the class level had an effect on students' metacognitive skills. The metacognitive skills of the students in class VII was lower than that of the students in class VIII, X, and XI. The students of class VIII, X, and XI had shown an increase in metacognitive skills along with the class level increase. Whether or not the students' metacognitive skills in class VIII, X, and XI are always not different significantly requires further research. In order to deepen the study on the development of students' metacognition, more samples should be used including the samples of elementary school classes, as well as using the age variables, in order to get more accurate information.

Keywords: class level, metacognitive skills, students, think pair share (TPS)

Every person basically already has metacognitive skills. The metacognitive skills are included in thinking skills (Corebima, 2016). Gredler (2011) stated that metacognitive skills put an emphasis on someone's awareness of thinking about his own thinking process. Similar to the other thinking skills, metacognition also grows and develops with age. Woolfolk (2008) explained that metacognitive skills developed in children around the age of 5 to 7 years. Therefore, metacognition skills can be empowered since the early age. Holland, Joyner & Kurtz-Costes (1997) suggested that during the childhood, children have shown basic knowledge of metacognitive strategies and meta memory, but as they got older, they learned to allocate their cognitive resources more strategically and developed higher strategies in using and monitoring their learning strategies.

A teacher, having a big influence in education especially in the learning process, participates in empowering students' metacognitive skills. Çalışkan and Sünbül (2011) stated that metacognitive skills facilitated a person in learning. Therefore, teachers should organize the learning in ways that can help students to develop their skills.

One strategy believed to be able to empower students' metacognitive skills is TPS learning model. Trianto (2010) stated that TPS learning model was an effective learning model

to make variations of discussion patterns in the classroom. Furthermore, it was explained that the syntax of TPS learning could give the students the opportunity to think, respond and help each other. The results of the previous research found that TPS learning model could improve cognitive learning results (Sukasari, 2012; Muhammad, 2016), students' metacognitive skills (Sari & Azizah, 2016), and could empower other thinking skills, such as critical thinking (Ambarwati, 2012; Surayya et al., 2014), creative thinking (Pramawati et al., 2016), and others.

There has not been a lot of previous research revealing the effect of age on metacognitive skills. Metacognitive awareness of the students in grade 5, 6, 7, and 8, that had been previously researched by Akin (2016) revealed that there were different levels of students' metacognitive awareness based on their grade levels. The results of the research by Akin revealed that the metacognitive awareness of the 5th grade students was higher than that of the 6th grade students; the metacognitive awareness of the sixth grade students was higher than that of the 7th grade students, and that of the 7th grade students was higher than that of the 8th grade students. This situation indicates that the students' metacognitive awareness underwent a decrease when they moved to a higher grade level. Students at higher grade levels had some anxieties about the next level, which is, about the college admission examination. This anxiety might have an effect on their metacognitive awareness.

There were only few researches investigating the difference of students' metacognitive skill at high school level, especially quantitatively. Therefore, it is necessary to conduct a research investigating the effect of grade levels on students' metacognitive skills. This research is expected to reveal the pictures of metacognitive skills at various grade levels. Thus, these results can be used by the educators to select the good ways to empower students' metacognitive skills in accordance with the students' thinking development.

METHOD

This is a quantitative research using *quasi experiment* in *Pretest-Posttest Nonequivalent Control Group Design*. This research was carried out in the first semester of the 2015/2016 academic year. The independent variables in this research was the grade levels (VII, VIII, X AND XI), while the dependent variable was the students' metacognitive skills. The population of this research was all of the students of junior and senior high schools in Malang. The samples of this research were the students of class VII and class VIII of Junior High School Muhammadiyah 1 Malang, and the students of class X and XI of Senior High School Muhammadiyah 1 Malang. The learning model used in this research was Think Pair Share (TPS). The metacognitive skill was measured by using essay test supported by metacognitive skill rubric (Corebima, 2009). The test instruments were initially tested for the validity and reliability. The data were collected during the pretest and posttest. The hypothesis was tested using one way Ancova with a significance level of 0.05 (P <0.05). Before Ancova test carried out, a normality of the data was tested using *Kormogolov-Smirnov* test and the homogeneity of the data was tested using *Levene* test. The data were analyzed using IBM SPSS Statistics 23 for Windows.

RESULTS AND DISCUSSION

Results

The results of the Ancova test related to the effect of grade levels on students' metacognitive skill in Malang are presented in Table 1.

Table 1. Results of the Ancova test related to the effect of grade levels on students' metacognitive skills[†]

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. |
|-----------------|-------------------------|-----|-------------|---------|------|
| Corrected Model | 5539.522 ^a | 4 | 1384.880 | 23.370 | ,000 |
| Intercept | 8203.866 | 1 | 8203.866 | 138.443 | ,000 |
| X_Meta | 3415.143 | 1 | 3415.143 | 57.632 | ,000 |
| Level of Class | 3342.212 | 3 | 1114.071 | 18.800 | ,000 |
| Error | 6281.336 | 106 | 59.258 | | |
| Total | 139,682.910 | 111 | | | |
| Corrected Total | 11820.858 | 110 | | | |

a. R Squared = ,469 (Adjusted R Squared = ,449)

The results of the data analysis related to the effect of grade levels on metacognitive skill showed a significance of P-level 0.000, smaller than the alpha of 0.05 (p <0.05). This means that H0 is rejected, and the alternative hypothesis is accepted. Thus, it means that there is a difference of metacognitive skills among the students in class VII, VIII, X, and XI. The results of post hoc test on the effect of grade level on students' metacognitive skills are presented in Table 2.

Table 2. The results of corrected mean score and LSD Notation related to students' metacognitive skills[†]

| Grade level | X_Meta | Y_Meta | Difference | Corrected score | LSD notation |
|-------------|--------|--------|------------|-----------------|--------------|
| class VII | 15.568 | 26.854 | 11.286 | 24.926 |a |
| class XI | 12.936 | 34.653 | 21.717 | 35.174 |b |
| class X | 14.294 | 37.138 | 22.844 | 36.396 |b |
| class VIII | 10.652 | 36.664 | 26.012 | 39.308 |b |

The results of post hoc test show that the students' metacognitive skill score of class VII is significantly different from those of the other classes. Class VII had the lowest mean score of students' metacognitive skills than those of the other three classes. The corrected mean score of students' metacognitive skills of class VII was 41.11% lower than that of class XI.

Discussion

Ozden (2011) stated that in this era how people learn is more important than what they are learning, and students are expected to learn how to learn. To achieve it, a person needs to develop their metacognitive skills, and use these skills effectively and efficiently (Hoskins & Fredriksson 2008). In relation to learning how to learn Vrieling, Bastiaens, and Stijnen (2012) explained that metacognitive skills consisted of the skills of planning the learning, evaluating and monitoring during the learning process. Due to the importance of metacognitive skills in learning, educators should understand the development of students' metacognitive skills, so that the empowerment of students' metacognitive skills can be optimal.

The results of the analysis show that there is an effect of grade level on students' metacognitive skills. This result is consistent with Dumontheil, Apperly, & Blakemore (2010) explaining that metacognitive skills would develop during the adolescence, characterized by mental changes. The changes occurring at the beginning and at the end of childhood are in the form of metamemory aspects, memory improvement, and improvement of using strategies (Ghetti, Castelli, & Lyons, 2010). Similar statements were also expressed by Weil et al. (2013) that metacognitive skill could be significantly improved in adolescence, and at the end of adolescence it could develop more rapidly, and will be stable at the adults age (Weil et al., 2013). Furthermore, it was stated that metacognitive awareness of a person developed

during adolescence. In his research it was explained that metacognitive skills were associated with increased self-confidence and the development of self-awareness, thus it affected their learning performance. Students are more aware of their tasks, and put more values on the other people's judgments. Thus, there is a sense of awareness to give the best results that they can do with their assignments. There are only few researches investigating how the performance of one's awareness (metacognition) experience some changes at different ages. The research conducted by Weil et al. (2013) only revealed that metacognitive skills performed better during adolescence.

The results of post hoc test show that the score of metacognitive skills of the class VII students of junior high school was 41.11% lower than that of class XI students' of senior high school. Based on the results of this research, it can be explained that all the students in class VII were new students entering a new environment in learning and still making new friends. The adaptation stage experienced by these students would indirectly affect their mental development. Moreover, the students entering high schools are those usually begin to enter their teens, usually in the age range of 12 years and above. Some researchers investigating the development of metacognition found that metacognition performed better at the end of childhood between the ages of 7-12 years (Roderer & Roebbers, 2010; Krebs & Roebbers, 2010). There was a change at the beginning and at the end of childhood for some aspects of metamemory, including improvements in remembering ability and an increase in using strategies (Ghetti, Castelli, & Lyons, 2010; Karably & Zabrocky, 2009). Roderer and Roebbers (2010) stated that the metacognitive development, including the ability to remember and to monitor, increased at the end of childhood at about the age of 7-12 years. Demetriou and Bakracevic (2009) investigated that the development of metacognition in teenagers was between the age of 3-15 years, and in adulthood. The propositional and spatial performance, as well as social reasoning, and self-evaluation of a person increased during adolescence and adulthood. Sebastian et al. (2008) explained that adolescence was the period where a person experiencing rapid development in terms of searching for identity.

In this research, it is obvious that after the seventh grade having the lowest order of metacognitive skills, there is an increase in metacognitive skills at higher grade levels, even though the result of post hoc test indicates that

class VIII, X, and XI were not significantly different. This fact is not in line with the research conducted by Akin (2016) revealing that the metacognitive awareness tends to decrease at the students of higher grade levels. The results obtained in this research were limited to class VII, VIII, X, and XI. Thus, further research is still needed to reveal the differences in metacognitive skills in grade levels below class VII, or above class XI, so that more information can be obtained.

CONCLUSIONS

Based on the results of this research, it can be concluded that there is an effect of grade levels on students' metacognitive skills. The corrected mean score of metacognitive skills of class VII was 41.11% lower than that of the class XI. This result might be caused by the fact that the students of the seventh grade are still experiencing a transition period from their elementary schools to junior high schools, because in a new environment requires adaptation.

Based on the results of this research, it is suggested that (1) the results of this research still need further confirmation from other similar research, (2) the research may be continued by using the whole all samples of junior and senior high school classes, including junior high school class IX and senior high school class XII in the research, (3) future research is suggested to involve the samples elementary schools, in order to obtain a quantitative description of changes in metacognitive skills of the students of elementary schools, junior high schools, and senior high schools.

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INFLUENCE WORK MOTIVATION OF TEACHER AND PRINCIPAL LEADERSHIP ON THE PERFORMANCE OF TEACHER IN SDIT GHILMANI

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ABSTRACT

Motivation and leadership affects the performance is something that can not be denied again, because motivation is an impulse that arises by the stimulation from within and from outside so that one wishes to make changes behavior/specific activity to be better than the previous situation. While leadership is a way for someone to nurture, educate and persuade people they lead, then the people who become leaders strongly influence the attitude of the person who leads. Thus This study aims to: 1) analyze the influence of motivation to work on teacher performance in SDIT Ghilmani, 2) to analyze the influence of school leadership on teacher performance in SDIT Ghilmani, 3) to analyze the influence of motivation and leadership principals on teacher performance in SDIT Ghilmani. This study took 30 teachers in SDIT Ghilmani with quantitative approach. The technique of collecting data using questionnaires and observation. Methods of data analysis using correlation and multiple linear regression analysis using computer-assisted whole Package Program SPSS Statistics Series 17.00. Based on the analysis and discussion of the results of this study concluded that: 1) There is a very significant influence among the working motivation of teachers on teacher performance in SDIT Ghilmani, 2) There is a very significant influence among the leadership of the principal on teacher performance in SDIT Ghilmani, 3) There is a very significant influence between work motivation of teachers and leadership together on teacher performance in SDIT Ghilmani.

Keywords: work motivation, leadership, performance of teachers.

Education since antiquity up to the age to come is very important for human life, Because with education will occur dignified civilization. One measure of the success of the school is the teacher's performance. Teacher performance in question is the work of teachers who reflected on how to plan, implement, and assess learning process (PBM) Whose intensity is based on the work ethic, and professional discipline of teachers in the learning process. Based on that sense, it can be stated that the teacher's task is not only to teach Merely, but starting from the planning process until assessment. The task is in desperate need motivation from teachers Themselves and the guidance and mentoring of principals are good also. If both sides between teachers and principals synergize well, it will create a conducive environment so as to create a good working motivation and God willing will produce a good performance. Thus the school's objectives will be achieved as expected. So in the management of education is Necessary synergy between all the components are there, Because education is a system that is intact and can not be separated, Although basically a very dominant role of the teacher in the success of students. In terms of leadership, a school principal needs to adopt some leadership style Appropriate to the circumstances that exist, so all of the potential that exists in the school can function optimally. Selection

behavior Effective leadership should be prioritizing role models, providing both opportunities and Be Able to push all the elements that exist in the school to work on the basic system of values. a sublime so that all the elements that exist in the school (teachers, students, employees, parents, community, etc.) will, without coercion to Participate optimally in furthering the ideals of the school. Along with the enactment of Law 32 of 2004 on local autonomy, decentralization of education occurred in Indonesia. The problems that arise around the implementation of the decentralization of education in Indonesia, Among other educational affairs delegation of authority from the central government to local Governments. Delegation of authority is Likely to still be interpreted as a transfer of power from the aspect of service delivery (Albab a SWOT analysis more decentralized education policy in Indonesia, 2005). As a result, local Governments (especially the Regency/City has the potential to rule without limit if not matched by institutional development and Human Resources (HR) in the region. The problems that Arise in the field of education more complex when the City/Region in carrying out the function of the service do not have the minimum service standards (SPM) is adequate as a means of control. Therefore, each school must prepare qualified human resources, provide adequate facilities and infrastructure as well as human resources to prepare mentally to be ready for a

change and improvement. It's tough, but it must be implemented by all the joint Efforts to solve problems together Reviews These reviews of all components in the organization of the school. SDIT Ghilmani a private elementary school under the auspices of the foundation Persyarikatan Da'wah al Haromain. The basic principle of establishing this school is to preach, so how to package this school to be a five-star quality school with a five foot price for all the economic bottom, middle and top. As a private school, SDIT Ghilmani foundation must struggle together as closely as possible to enable all components in order to SDIT Ghilmani schools still exist in assisting the government to participate in education and Realize the ideals of the early establishment of the school. This struggle is very Necessary for a competent principals and motivation of all employees, especially teachers as the main actors in education. Based on the above, the researchers gave the title of this study Influence Work Motivation of Teacher and Principal Leadership on The Performance of Teacher in SDIT Ghilmani Surabaya.

LITERATURE REVIEW

Many experts opinion on the definition of motivation, such as the opinion of Gibson, Stephen P. Robbins in Suwato (2010), Siagian (2010), Sardiman and Nitisemito, Hoy and Miskel, Manullan, Usman in Engkoswara (2011), Gualmik in Engkoswara (2011) Hamzah (2011). Where the opinion that all of the experts on the definition of motivation can be concluded that motivation is an impulse that arises by the stimulation from within and from outside so that one wishes to make changes behavior / specific activity is better than the previous situation. With the following objectives: (a) encourage people to do an activity that is based on fulfillment. In this case, the motivation is the driving force of every need to be met, (b) determining the direction of the goals to be achieved, and (c) specify the actions that must be done. Furthermore, to discuss the motivation to work, first put forward the views of labor itself. The views of work and work nowadays, not like a conservative view which states that physical labor is a form of punishment so disliked. But today, the workplace and the work has become a necessity. Therefore, modern vision of seeing work as: (1) the basic activities and used as an essential part of human life. As play for the children, then kerjaselaku activity sosialbisa Leisure and anti separately for adult life, (2) work gives status and binds one person to another individual and society, (3), in general,

women and men love the job, so they Like work, (4), employee morale and employee does not have a direct connection with the physical or material conditions of employment, (5) employment incentives lot of forms, of which is money, under normal conditions is the least important incentive.

In doing the work, usually someone not forever just influenced by extrinsic rewards such as financial compliance alone, but intrinsic motivation is something that can not be ignored. The intrinsic motivation among others pride themselves can do something work that others may not be able to do it, a love of the job, or a strong interest in the task or the work done so far. Therefore, motivation is not only tangible economic interests alone, but can also form a psychological need to be doing the work actively.

Motivation to perform the duties of a teacher that is a state or condition which encourage and guide individuals in carrying out their duties diligently and continuously. In this research will reveal how much intensity the encouragement of a teacher in carrying out their duties without considering how many material benefits that would be obtained on its performance. So the emphasis of this research is on intrinsic motivation. As noted Prayitno (1989), the role of intrinsic motivation is very important in the world of education, considering the process of education is not knowledge of the transaction process with commercial principles. The process of moral education is a process that is not based on the interest to obtain material gain or profit margin per se, but rather guided by social goals.

Referring to the theoretical description above, it can be defined that motivation is one factor that determines the individual's performance. Large or small effect on the motivation of a person's performance depends on how much the intensity of motivation given. Differences in motivation to work for a teacher is usually reflected in the various activities and even his achievements.

Based on the above definition, motivation constructs can be formulated as follows. Teachers' work motivation is nothing but a process that is performed to move the teachers so that their behavior can be directed to the efforts to achieve the objectives that have been set. Work motivation described in this discussion is almost the same as other variables that influence the performance of teachers in primary schools, and secondary.

From a variety of topics as well as exposure to the definition of the concept of the above, implicitly motivated teacher work looked through: (1) the responsibility of doing the work, (2) achievements, (3) self-development, and (4) self-reliance in the act. Fourth it is an important indicator to explore teachers' work motivation.

Leadership learning is the principal person's ability to mobilize others (teachers, students, staff non-educators) to successful learning.

Mulyadi (2010), learning leadership characteristics among others: 1. Have a clear vision, 2. Punya high expectations on the performance of teachers, staff and students, 3. Memberikan pembelajaran. 4. Melaksanakan high attention on staff development activities.

Substantive aspects of learning leadership, among others: 1. Creation of the quality of the curriculum, 2. Creation class quality, 3. Creation of the quality of learning, 4. Creating a professional learning community, 5. Creation of the quality of school spirit and value, 6. The creation of the school culture.

Effective school leadership determines the success of the school. Effective school or success is almost always determined the principal's leadership as the key to success (Lipham J.M., 1985). The principal does not only provide services but also maintain everything smoothly and continuously to maintain harmony, devoting time, energy, intellect and emotions to improve the school. The school principal is a unique figure helps school: berimage about what to do, give guidance / encouragement and skills to make an estimate of the actual image.

In realizing this quality schooling clearly requires effective school leadership. Criteria effective principals are able to create a conducive atmosphere for students to learn, teachers to look and grow personally and professionally and the whole society to provide support and high expectations. If a high school principal has been able to seek sekolah meet the above criteria then it could be called the principal and the school effectively manages disehut successful (success full school). School leadership effectively is always associated with a position as a manager of learning (instructure manager), an inspirational leader (inspiration leader), resource managers (manager of resources), the expert organization (organizational expert), cultural leader (cultural leader) and advisory / protector teacher (teacher advocate).

Results of research conducted educational management experts concluded that school effectiveness is strongly influenced school leadership. While principals effectively marked three criteria: (1) Being able to create a conducive atmosphere for students to learn, (2) The teachers involved and grow personally and professionally, and (3) community support and high expectations. If a school principal may seek to 3 it is called the principal and the school

effectively manages referred to as school success or seen as a leading school brilliance tower is distinguished by poor school outbreaks characterized by pockets of weak school leadership. Blumberg and Greenfield's thesis can be used in both developed and developing countries with geographical and cultural background is different, even though these two things different principals must have had three such elements that thesis.

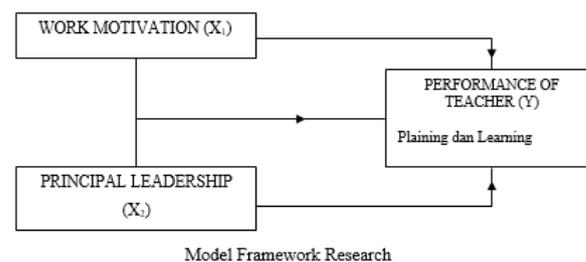
Performance is the ability of teachers and teachers' efforts to implement the learning tasks as well as possible in the planning of programs of teaching, learning and evaluation of the implementation of learning outcomes. Teacher performance should be achieved by the standards of professional capability for carrying out duties as a teacher at the school. In connection with the performance of teachers in implementing the learning activity, there is a task of professionalism teacher according to the law of the Republic of Indonesia Number 14 Year 2005 article 20 (a) on Teachers and Lecturers are planning lessons, implementing the learning process quality, as well as assess and evaluate learning outcomes.

HYPOTHESIS

The hypothesis of this study are: 1. Motivation of teachers' positive and significant effect on the performance of teachers, principals 2. Leadership positive and significant impact on teacher performance, 3. Motivation of teachers and principals Leadership positive and significant impact on teacher performance ,

RESEARCH METHODS

Research design In this study the authors used quantitative research framework as shown below:



This research is a quantitative research using a population of 30 teachers SDIT Ghilmani and 1 principals to be investigated.

Variables used in this research there are two variables, namely the independent variables and the dependent variable. The independent variables (X) there are two variables, the first variable work motivation of teachers and school leadership variables. Work motivation of teachers include factors intrinsic motivation and extrinsic motivation. Motivation Instrisik form of

achievement and responsibility, while extrinsic motivation in the form of affiliate needs. The second is the independent variable of school leadership. The dependent variable (Y) is the performance of teachers in the form of planning and learning process.

RESEARCH INSTRUMENTS

As explained above, that there are three types of data collected in this study. The third source of data is based on three variables of the study, including data on variables X1, X2 data on variables, collected using a questionnaire and the data of variable Y drawn from the data documentation of standard ratings of teachers by principals SDIT Ghilmani who is the subject of research.

Before the questionnaire used as a data collection tool, first conducted an analysis of the validity of the instrument. This analysis is done through testing instruments. The trial is intended instrument, determine the feasibility of the instrument to be used as a research instrument. The trial instrument performed on all variables, namely variable Y (the teacher's performance), X1 (work motivation of teachers) and X2 (teacher ratings of principals leadership).

The use of instruments that are valid and reliable data collection, expected results of the research will be valid and reliable. Thus, a valid instrument is a requirement to obtain valid and reliable results.

DATA COLLECTION TECHNIQUE

In accordance with the variables mentioned above, there are three sources of data to be captured for the purposes of this study. Third data, namely: (1) data on job motivation of teachers who netted through a questionnaire, (2) the data teacher ratings about principals leadership captured through a questionnaire, and (3) data on the performance of teachers drawn from the data documentation of standard of teacher ratings SDIT Ghilmani who is the subject of research.

DATA ANALYSIS TECHNIQUE

Based on the hypothesis and variables of the study, the data analysis used were correlation analysis and multiple linear regression and partial test. The technique of data analysis in this study the overall use computer assistance with SPSS Statistics Program Series Package 17.00.

RESULTS ANALYSIS AND DISCUSSION
Work Motivation of the Teacher Performance

Correlations

| | | Work motivation | Teacher performance |
|---------------------|---------------------|-----------------|---------------------|
| Work motivation | Pearson Correlation | 1 | .934** |
| | Sig. (2-tailed) | | .000 |
| | N | 30 | 30 |
| Teacher performance | Pearson Correlation | .934** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 30 | 30 |

** . Correlation is significant at the 0.01 level (2-tailed).

Correlations matrix on the table, the correlation coefficient between Motivation to Work with Teacher Performance (0934) then there is a correlation that indicates the degree of relationship tinggiatauSig 2 tailed (0000) $\alpha (0:01)$ so that Ho refused. So there is a relationship between two variables.

Principal leadership of the Teacher Performance

Correlations

| | | leadership | teacher performance |
|---------------------|---------------------|------------|---------------------|
| Leadership | Pearson Correlation | 1 | .932** |
| | Sig. (2-tailed) | | .000 |
| | N | 30 | 30 |
| teacher performance | Pearson Correlation | .932** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 30 | 30 |

** . Correlation is significant at the 0.01 level (2-tailed).

Correlations matrix on the table, the correlation coefficient between the principal leadership with teacher performance (0932) then there is a correlation that shows a high degree of relationship or Sig 2 tailed (0000) $\alpha (0:01)$ so that Ho refused. So there is a relationship between two variables.

Regression test used to predict a variable (dependent variable) based on a variable or some other variables (independent variables) in a linear equation. As the table below:

Model Summary^b

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|-------|-------------------|----------|-------------------|----------------------------|---------------|
| 1 | .935 ^a | .874 | .864 | .80570 | 1.637 |

a. Predictors: (Constant), leadership, work motivation

b. Dependent Variable: teacher performance

Model Summary In the table, the column is the Pearson correlation coefficient (0935), which showed a high level of relationship between the dependent variable (Teacher Performance) with predictor variables (Work Motivation and Leadership).

ANOVA^b

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|--------------|----------------|----|-------------|--------|-------------------|
| 1 Regression | 121.173 | 2 | 60.586 | 93.331 | .000 ^a |
| Residual | 17.527 | 27 | .649 | | |
| Total | 138.700 | 29 | | | |

a. Predictors: (Constant), leadership, work motivation
 b. Dependent Variable: teacher performance

ANOVA table describing the kelinearan. Tabel test showed a linear relationship between predictor variables (Work Motivation and Leadership) with the dependent variable (Teacher Performance) .Sig (0000) <α (0:05) so that Ho refused. So there is a linear relationship between predictor variables (Work Motivation and Leadership) with the dependent variable (Teacher Performance).

Discussion

The result showed that work motivation with teacher performance (0934) then there correlation indicates the degree of relationship high or Sig 2 tailed (0000) <α (0:01) so that Ho refused. So there is a relationship between two variables. This means working motivation greatly affects the performance of teachers. Thus the teacher should improve motivation, because motivation to perform the duties of a teacher that is a state or condition which encourage and guide individuals in carrying out their duties diligently and continuously. In this research will reveal how much intensity the encouragement of a teacher in carrying out their duties without considering how many material benefits that would be obtained on its performance. So the emphasis of this research is on intrinsic motivation. As noted Prayitno (1989), the role of intrinsic motivation is very important in the world of education, considering the process of education is not knowledge of the transaction process with commercial principles. The process of moral education is a process that is not based on the interest to obtain material gain or profit margin per se, but rather guided by social goals.

Referring to the theoretical description above, it can be defined that motivation is one factor that determines the individual's performance. Large or small effect on the motivation of a person's performance depends on how much the intensity of motivation given. Differences in motivation to work for a teacher

is usually reflected in the various activities and even his achievements.

Based on the above definition, motivation constructs can be formulated as follows. Teachers' work motivation is nothing but a process that is performed to move the teachers so that their behavior can be directed to the efforts to achieve the objectives that have been set. Work motivation described in this discussion is almost the same as other variables that influence the performance of teachers in primary schools, and secondary.

From a variety of topics as well as exposure to the definition of the concept of the above, implicitly motivated teacher work looked through: (1) the responsibility of doing the work, (2) achievements, (3) self-development, and (4) self-reliance in the act. Fourth it is an important indicator to explore teachers' work motivation.

While the results of the analysis between the leadership of the head teacher of school performance (0932), then there is a correlation that shows a high degree of relationship or Sig 2 tailed (0000) <α (0:01) so that Ho refused. So there is a relationship between two variables. It shows the principal leadership greatly affect the performance of teacher. with principals should be able to give a good example to all large families residing in the school environment. As the leadership of the Prophet Muhammad that have implemented the dormant qualities as a leader in their everyday lives, namely: Social Behaviour The Good, gentle However Resolute, Simple Living, Resolve and Patience, determination or willpower, Leadership, Administrators, and Consultants ,

According to the table Pearson correlation coefficient of (0935), which indicates the level of high relationship between the dependent variable (Teacher Performance) with predictor variables (Work Motivation and Leadership), being an ANOVA table describing test linearity showed a linear relationship between predictor variables (Work Motivation and Leadership) with the dependent variable (Teacher performance) .Sig (0000) <α (0:05) so that Ho refused. So there is a linear relationship between predictor variables (Work Motivation and Leadership) with the dependent variable (Teacher Performance). This shows the influence of motivation and leadership on teacher performance together.

Conclusions and recommendations

Based on the analysis and discussion of the results of this study concluded that:

1. There is a very significant influence among the working motivation of teachers on teacher performance in SDIT Ghilmani of Surabaya.
2. There is a very significant influence among the leadership of the principal on teacher performance in SDIT Ghilmani of Surabaya.

3. There is a very significant influence between motivation and leadership together on teacher performance in SDIT Ghilmani of Surabaya.

From the above conclusion is expected of all teachers is to motivate himself to devote himself to guide, educate and teach students so that they become useful for the generation Robbani religion, homeland and nation.

School principals as leaders are expected leadership prefers to excellent service for all customers both internal customer education (teachers, clerks, librarians, laboratory, etc.), as well as external customers (students, guardians of students, communities, stakeholders, etc.).

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TEACHING AND LEARNING STRATEGIES IN TARBIYAH INTERNATIONAL CLASS PROGRAM TO INCREASE ACADEMIC SKILL OF ISLAMIC EDUCATION STUDENT

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ABSTRACT

This research background for the learning process in the International Class who have difficulties than the regular class, International Class using English and Arabic in the learning process in both the manufacture of papers, presentations, discussions and final exams, especially in the department of Islamic Education is dominated by Arabic language literature. Cannot be denied, that things like this must have an impact on teaching and learning strategies used by lecturers to hang the materials and develop the capabilities of students. The strategy that used is student centered, which makes the students active in learning which emphasizes that students can develop the skills and abilities to communicate and social. This research uses a qualitative approach, data collection techniques used were observations, interviews and documentations. Datas were analyzed using triangulation method with steps including data collection, data reduction, data presentation, and conclusion. The results showed that; The faculty often uses three learning strategies in International Class Program these are discovery learning, Index Card Matching and Focus Group Discussion, the learning process for development social and communication skills regularly in indicators each academic ability, the indicators also integrated by the Islamic concept in Qur'an and Hadith. Discovery learning impact on students be opened to help and understand the others and can be set up patterns talk is good or right, Index Card Matching an impact on the students to have an attitude that always altruistic and have knowledge in communication both committees and individuals, and Focus Group Discussion impact on students in the form of student apparent in presentation, honest in arguing, fluent in speaking and responsible towards the information and understand the needs of others.

Keywords: *learning strategies, communication skills and social skills*

In classrooms across the country, educators are working to raise the achievement of all students to ever-higher levels. Yet, often missing in discussions about how to raise academic performance is the way in which individual students go about learning. One aspect of student's approach to learning is his or her use of learning strategies. (Pyrothere & Clarke, 2008) From this statement, learning process is very need strategy to create class condition and reach the goal of learning. Learning strategies are instructional strategies that have been developed to assist students with learning difficulties, because not all students can get the point of lecture explanation.

Ongoing the student understanding, student learn strategies and skills best when at least part of the instruction is incorporated into regular subject matter classes, to acquire more integrate most cognitive processing skills including learning strategies, problem solving, reasoning, decision making, and critical thinking. Students need guided practice and feedback (Anderson, 1985). By providing these experiences, content-area lectures can play a larger role in helping students develop effective learning and study strategies.

While universities are clearly responsible for the discipline-specific skills, they have become more involved in the broader skill

development, weather this development is overt and intentional or not. Currently, many of the resource, courses and programs mentioned I this report already exist in pockets within university communities.

Now a day, Indonesian universities compete to reach international reputation as World Class University (WCU). They develop campus or institution based on international standard program like International Class Program (ICP) or International Undergraduate program (IUP). So some of them, have learning strategies development program, named by International Class program (ICP) as the best grand program in learning strategy based on student's department. Like University of Indonesia (UI) that make International Undergraduate Program for 15 departments such as Science Faculty. Gajah Mada University (UGM) that make International Class for some departments in doctoral faculty and law faculty, and Maulana Malik Ibrahim State Islamic University (UIN Malang) that make International class program for 8 department in education (Tarbiyah) faculty and law (Syaria) faculty. every campus have own program, strategy and relation to realize ICP in learning process based on department use foreign language, as fast as possible to get the world university reputation.(Santoso, 2015).

The aims of this program are not just encourage campus be World Class University, but can give new education atmosphere to student and lecture. Teaching and Tarbiyah science faculty of UIN Malang was beginning of implementation this program, ICP Tarbiya uses English and Arabic to be second language in learning process. And the learning process uses the best learning strategy to accelerate student's subject understanding and lesson mastering.

As we know, ICP of Teaching and Tarbiyah Science Faculty successes to create better output than regular class. Tarbiyah International Class Program students have many achievements based on their department or another sides, like be the winner of academic competitions, be presenter in national and international forum or conference, and international recognition with international teaching practice program in Malaysia and Thailand. Not only that Tarbiyah International Class students have good teacher character, self-leadership, and high cumulative score index (IPK). These academic achievements are the provident of the success in Tarbiya's International Class Program development. Is learning strategy be influence of this? According to Arti Kumar that –a student performance or grade is assessed by comparing his or her achievement against clearly stated standard or criteria for expected learning outcomes. (Kumar, 2007) and the achievement goal orientations are presumed to differ as a function of situational demands. As well as to vary across individuals.

Not only does the university meet the criteria of funding plan, the powerful leadership that can visualize the student's and lecture's voice becomes necessary in getting academic skill achievement. Observed by researcher, the program have qualified standard, it is seen the mobility of students, lectures, and other academic staffs that can activate the implementation of grand concept in ICP. But, not all the lectures mastering the international language, international experience learning and workshop international best learning. So, not all lectures can maximize the learning process in academic skill development.

In Tarbiyah International Class Program there are four department, these are Islamic education department, social science education department, Arabic department, elementary department and Islamic education department is one of department that using Arabic and English language be primary language in learning process. So, it faced more complexity problem than other departments.

From the exploration of international standard classroom, lecture learning strategy that used in learning process, academic skill that should explored in university context, nature learning that can involve student skill. Tarbiyah International Class Program as common views for student achievement of some departments in Tarbiyah International Class Program student especially Islamic education student of Islamic University Maulana Malik Ibrahim of Malang. As the result, the researcher focused on the learning strategies that used by lecture to increase academic skill especially communication and social interaction skill to Islamic education student in Tarbiyah International Class Program.

METHOD

The chapter elaborates the research method of the study. It covers the detailed description of research design, attendance of the researchers, research instrument, data and data sources Data collection, data analysis, and research procedure.

The researcher adopted a qualitative approach. This research exploits case study design that has aim to comprehend social phenomenon (Pout & Hunger, 1993). Data collection methods are triangulated through data sources, theories, and investigators. This research is conducted in tarbiya's international class program of teaching science and Tarbiyah Faculty of State Islamic University Maulana Malik Ibrahim of Malang. Data collection of this research is done through participation observation, indepth interview and documentation.

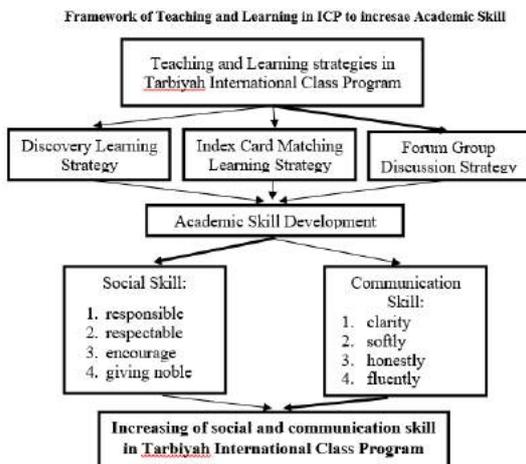
RESULTS AND DISCUSSION

Formating Learning Strategies

The first time student entered in International Class Program that used International or foreign language. Not all the students can learn and understand about the material that explained. Because all the learning processes are used English or Arabic language in presentation, explanation of lecture, discussion and paper writing. Certainly, this gives influence of student with the material understanding especially academic (social and communication) skill development.

But, according to student, it happens only in second and third semester generally. To build adaptation is need socialization and reforming the learning strategies that used by lecture that suitable with International Class Program student, although according to some lectures, English and Arabic are language guidance that all material use English and Arabic literature and translate to foreign language well Islamic material like Qur'an, Sharia, and Aqidah. Also education material likes curriculum development, learning technique, and all education subjects.

Refer to chapter before, there are three kinds of learning strategies that usually used by lecture to make learning process be conditioned and related with academic skill especially social and communication skill, there are three kinds of strategies that used by lectures in Tarbiya's International Class Program. These are Discovery Learning by Dr. Rosyidin M.A, Forum Group Discussion with Independent Study by Triyo Suprayitno, Ph.D., and Card-Matching by Istianah Abu Bakar M.A. Here is the learning strategy.



Implementation of Learning Strategies for Social and Communication Skill Development

Commonly, every learning strategy has code or system in implementation. Well lecture will make teaching plan or make general description. Learning strategy plan should focus on two distinct kinds of learning: organizational and personal. Organizational learning is achieved through research and development, evaluation and improvement cycles, workforce and stakeholder ideas and input, best-practice sharing, and benchmarking.

Discovery Learning

There are some processes in learning strategy implementation, and the process has the steps itself. Start from the preparing learning until the evaluation way to create effective learning implementation, the successful of the learning is not depend on lecture, but the most important is in student responds. In international class program, lecture more prepares well the learning than regular class, because of some factors. Like Mr. Rosyidin Learning that usually used by him, namely Discovery learning in Islamic law subject.

When we asked about the implementation process of discovery learning to Mr. Rosyidin, there are five Steps-by-steps application

method of Discovery Learning. According to Muhibbin Shah in applying the strategy of Discovery Learning in the classroom, there are procedures that must be implemented in teaching and learning activities in general as follows (Muhibbin, 2004): simulation, problem statement, data collection, data procession, and verification/generalization.

As Muhibbin Syah explained that first at this stage students are faced with something that causes confusion, then proceeded to not give a generalization, that the desire to investigate itself. And then Mr. Rosyidin also gives four steps that collaborated data collection and data procession. So, he used four steps to implement the discovery learning strategy. First, he gives simulation or the stimulation of material background. Second, lecture and student identifies and decides the relevant problem to looking for the hypothesis. Third, lecture gives chance to student find the data and present general statement of material and problem. Fourth, the lecture helps student to explore the data and process to get the interpretation of data finding. From these steps, Mr. Rosyidin covered good step in implementation of discovery learning strategy.

Social skill is more strengthen here, as we asked to student namely Fahmi Fardiansyah that Discovery learning strategy implemented with the indicators complement, he describes enhanced the learning strategy as a process that involves preparing the learner for the discovery learning task by providing the necessary knowledge needed to successfully complete said task. In this approach, the lecture is not only provides the necessary knowledge required to complete the task, but also provides assistance during the task. This preparation of the learner and assistance may require some direct instruction.

So, observation gives result that there are indicators goal development related with process implementation: (a) social skill development process based on learning implementation in group discussion learning strategy. These are encourage indicator makes student discuss with team work include the leader and writer, responsibility makes Students explain again or give clarification, respectable makes student Another friend tries to accept and discuss the argument, and the last is giving noble makes students learn and respect when friend give reason, (b) communication skill development process based on learning implementation in group discussion learning strategy, these are clarity makes After explain, students give example, softly makes Students Give example and call another friend with "Mbak" and "Mas", Honestly makes Students present based on literature, and the last is fluently makes Students

use body language and not focus on literature, can explore.

Index Card Matching

Card match is the learning process based on the game, this method is quite fun strategy used to repeat material that has been given previously. However, much of the new material can still be taught by this strategy with notes, learners are given the task of studying the topics that will be taught in advance, so that when entering the classroom they own stock of knowledge in applying the Index Card Matching learning strategy. When we asked about the implementation of index card matching learning strategy in fourth semester of Islamic education English class, Mrs. Istianah explain the step-by-step of realization. She hoped the card match can develop the communication skill after that social skill, she has perspective that these academic skill cannot separate, and they will be one product learning goals.

And then, observation gives result that there are indicators goal development related with process implementation: (a) social skill development process based on learning implementation in group discussion learning strategy. These are encouraging indicator makes Students implement good discussion atmosphere with supporting each other, responsibility makes Students explain again or give clarification, respectable makes student Another friend tries to accept and discuss the argument, and the last is giving noble makes students Learn and respect when friend give reason, (b) communication skill development process based on learning implementation in group discussion learning strategy, these are clarity makes Student tries to explain well based on point to point, softy makesstudents enjoy and fun learning, discussion and learning used speaking way and soft communication, Honestly makes Students present usually not based on literature, because this learning is game, and the last is fluently makes Students use good speaking and give response as good as possible.

Forum Group Discussion

Discussion learning strategy is strategy to group discussion is a group of people are asked about their perceptions, opinions, beliefs, and attitudes towards a product, service, concept, advertisement, idea, or packaging. Questions are asked in an interactive group setting where participants are free to talk with other group members. So, observation gives result that there are indicators goal development related with

process implementation: (a) social skill development process based on learning implementation in group discussion learning strategy. These are encourage indicator makes student creates great discussion atmosphere with focus and supporting each student, responsibility makes student discuss with the literature book and give strengthen each other, respectable makes student Discussion team encourages and understands friend argument, and the last is giving noble makes student gives more attention to other friend, (b) communication skill development process based on learning implementation in group discussion learning strategy, these are clarity makes student tries translate and explain based on discussion result, softy makes Student use good speaking with family language In the discussion, Honestly makes student present usually not based on literature, because this learning is game, and the last is fluently makesstudent prepare the speaking before give argument, so it can make student speak fluently.

Social and Communication Skill based on Islamic Perspective

The resource of knowledge is Qur'an and hadith, based on this statement, researcher want to explore more about social and communication skill in perspective in Qur'an and hadist. Researcher believe many theories that explain detailed more than common theory that written in third chapter. in this sub chapter, researcher will show and analyze verse that explain social skill and communication skill that should had by people.

Social in Arabic is Ukhuwah and Communication in Arabic is Qoulan. As explain before, Ukhuwah (social) has five types or grades these are Ta'aruf, Tafahum, Ta'awun, Takaful and Tarahum. Then, Qoulan (Communication) has Qoulan Kariima, Qoulan Maysuro, Qoulan Syahiida, Qoulan layyina, and Qoulan Baliigho (Sofyansauri, 2011).

Impacts of Teaching and Learning Strategies for Social and Communication Skill

The discussion of the study shows that there are a significant impacts to differ when the learning strategy between traditional learning and used active learning strategy. Both of learning strategies have way to reach and develop academic skill especially social and communication skill of student Personal skill. It is 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.

Discovery Learning

When we asked to student about the impact of discovery learning in their social and

communication skill that “discovery learning teach me to have good sociality and communication to present the argument in order to be perfect, give respect and encourage to other friends”. Discovery learning pushes students to a deeper level of understanding. The emphasis is placed on a mastery and application of overarching skills. (Bowell, 1998) This is explained that Mr. Rosyidin learning strategy that used in sixth class of Islamic education is suitable strategy. Because, every indicators give impact to create good student in social and communication skill.

This is related by lecture statement that “impacts of learning in two hours can observe the development, the goals this learning is not all in every day, the impact is how student can involve their selves outside the classroom and explore their selves and their knowledge to the academic and society.” Because, there are many benefit things to be a provision for their social life future, Teaching students with the notion of discovering, critical thinking, questioning, and problem solving skills is one of the main principles of scientific learning in 2013 curriculum implementation, student practice the learning process in another context learning, so they always practice continuously the theory to real action. In order to after they graduate they can implement it their selves.

The last discussion, discovery learning strategy gives advantage or impact in social and communication skill, for social skill makes student be aware to help and respect to each other like hearing the presentation and give feedback or argument of friend, for communication skill makes student be managed of speaking attitude well as group or audience.

Index Card Matching

When we asked about the impact of index card-matching to the student, Dahlia El-Hiyaroh said that “We got a new science of how I should be good at the discussion, such as how to explain in accordance with the key points and use polite language has been built in this learning” it is clear that the index card-matching is very function in delivering learning materials. Need also into consideration that the material in respect of with dimensions of affective and psychomotor, and no matter whom regarding the affective dimension, all of which approach requires different methods (Ismail, 2006).

This statement encouraged by Mrs. Istianah that “besides that, the impacts are their skill in working together to find solutions to problems and expression could have been better using the English language is smooth and firmly believes.” She always wants to gives the best

learning strategy because the use of a good and effective teaching technique is very crucial in the process of learning goals development.

The last discussion, Index Card-Matching gives advantage or impact in social and communication skill, students have encourage attitude, responsible, respectable, and give noble to prove that student develop their social skill, and they practice and implement their development in communication like they have clarity in their speaking, softly in communication, honest in the argumentation, and fluently in presentation.

Forum Group Discussion

Make group discussion be translator to the social and communication skill is the aims of this learning process and plan. to be the famous learning strategy, FGD (forum group discussion) is more intention to the communication skill. When we asked to student about the impact, he said that “Some of the indicators that I could have the data from this study is that I can know once practiced science presentations in person, and I have to learn to respect the opinion of friends with good communication.” Communication is based on how a message is delivered and how it is received. Miscommunication occurs when one person doesn't deliver information in the same pace or priority as the other person processes (Key, 2016).

The last discussion, forum discussion learning strategy gives advantage or impact in social and communication skill, students have encourage attitude, responsible in their statement, respectable to another friend, and give noble for another student to prove that student develop their social skill, and they practice and implement their development in communication like they have clarity in their speaking, softly in communication, honest in the argumentation, and fluently in presentation to prove that student increase communication skill.

CONCLUSION

Dealing with the learning strategies that used by lectures in Tarbiyah International Class Program, there are three kinds of strategies that used; these are discovery learning strategy, index card-matching learning strategy, and forum discussion learning strategy. This identification was getting result that they have own planning, procedure, technic, and goals learning in academic skill development. Academic skill especially social and communication skill that increased is balanced with the learning strategies process, balanced means that the goals indicator are related with step by step of learning process and social-communication skill. Lectures used these strategies are not only because of the situation and condition. But, also the academic skill indicator that wants to

increase by lecture, so these strategies are directed to the aims of institute and society damage that university student mastering subject and understanding social environment.

Dealing the impact of learning strategy that used to develop social and communication skill in Tarbiyah International Class Program of Islamic Education Student give some enhancements like Discovery Learning strategy deliver student be appreciate and honor, student have management and avocation, student has conscientious soul, student has humble or modest behavior, student has smooth speaking, student has correct and valid speaking, and student has articulate style in speaking. And then Index Card Matching delivers student has advanced thinking, student has accountable mindset, student has appreciated and honor attitude, student has humble, and student has arrangement speaking. And the last Forum Group Discussion delivers to student has accountable mindset, deliver student has appreciate and honor attitude, student has smooth speaking when presentation, student has correct and valid speaking when give argument, and student has articulate style in demonstration.✍

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SELF-DIRECTED LEARNING GRASPING EXPERIENCE LEARNING MODEL FOR CURIOSITY GROWTH AND INDEPENDENCE OF STUDENT LEARNING PROCESS

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ABSTRACT

Curiosity and Independence of student learning should be further developed and nurtured from the beginning, during the lecture to graduate studies; considering the challenges and demands of life they will face, especially in the world of work tend to be increasingly complex and competitive. The results of previous studies show that curiosity and independent learning college graduates who are working is still considered low. Using research design development version Borg and Gall (1983) which was adapted, first stage of this research has yielded data: (1) the level of curiosity and independent learning level of students (91% and 88%) respectively classified as very low; and (2) the main inclination of student's leaning style is a combination between learning style watching and learning style doing, with the proportion of 40.8% and 43.9%. The combination of learning style feeling and learning style thinking proportion is only 9.2% and 6.1%. Therefore, students prefer to learn through direct field's observation and at the same time prefer to gain experience in a real practice; then the learning model SDL orientation Grasping Experience (GE) is validated theoretically by relevant experts, is believed to be appropriate for the cultivation of curiosity and independence of student learning.

Key words: *curiosity, self-directed learning, learning style, grasping experience.*

Curiosity and independent learning is the existence of two attitudes that can be mutually reinforcing. Curiosity can trigger and stimulate the formation of independent learning attitude; and independent learning can answer/meet a person's taste or attitude of curiosity. Curiosity is interpreted as a spirit, passion, drive, or desire to know something or many things. The motivation that always upgrading, updating, and adding science is the characteristic of people who have high curiosity. Therefore, they never stop wondering about something and never stop looking for answers about something; they learn and continue to learn.

Independent learning is an attitude or habit generated or formed through a process of self-learning which is done in a sustainable manner. Self-learning simply interpreted by Knowles (1975) as a learning process on the initiative basis and responsibilities of learners, either with help or without help from others as educators. The material to be studied, learning strategies that will be pursued, learning methods and media to be used, as well as evaluation of learning were used selected and determined entirely by learners. While educators are more required to portray himself or herself functioning as facilitators of learning, the more relief services amenity.

Preliminary study for graduates of Universities in Malang City who are already working in the formal sector of the range of three years and clearly has not worked the same range, the results show that their curiosity and

learning independence classified as very low. Their motivation for upgrades, updates, and added knowledge through self-learning is also very low. They feel the knowledge they had, have sufficient capital/stock work; so that they feel lazy to learn independently. The indicators are:(1) almost all of them are very rarely read the information/readings from various sources/media learning, especially reading books, and (2) most of them from working until now has not been following the activities of capacity building through training, workshops, seminars and forums.

College through various departments and study programs required to produce quality graduates and highly competitive in terms of intelligent, ready to compete in the world of work and ready to adapt or respond to changes/progress quickly and accurately. To that end, the quality of learning process (lectures) in the College should be improved. The approach should be Andragogis, the model should be transformation, the material should be thematic inspiring, methods and media to be more varied, and the interaction should be dialog persuasive. If this can be organized programmatic, sustainable and consistent; it is believed that universities can produce graduates who are qualified and highly competitive. They are not only smart academically/intellectually adequate bookish knowledge; but they are also socially intelligent, emotionally intelligent, spiritually intelligent in the sense of having adequate soft skills; included curiosity and independence of adequate learning.

Some research development of transformative learning model that has been done, including by:

Sucipto, et al (2009), Hardika and Supriyono (2010), Moedzakir and Rashad (2013), as well as Sopingi, et al (2014). The results of the four studies, shows that transformative learning can improve the effectiveness in the learning process. The research of Sucipto, et al (2009) showed that the transfer of learning process can stimulate the increase of creativity and independent learning of students if the learning process conducted by lecturers who have the ability of acting out or functioning himself as an appropriate facilitator of learning in the lecture.

The research of Hardika and Supriyono (2010) found that transformative learning model based on “learning how to learn” has been able to promote changes in the student, which was showed by the increase activity of students in following the process of lecture. The research of Moedzakir and Rashad (2013) found that transformative learning can enhance the effectiveness of learning process, especially at setting of non-formal and informal education. While the research of Sopingi (2014) shows that the lecturing process so far has not been able to encourage the increase of curiosity and independent learning by students during lectures optimally. The lecture process is more geared to the ability of professional-technical mastery learning materials (subject matter), and has not directed to the personal-emotional abilities of students in learning.

Kolb (2003) states that a student has a learning style that is different. Learning style is classified four types, namely: (1) watching, (2) doing, (3) feeling, and (4) thinking. The effectiveness of the process and outcomes of learning is strongly influenced by the accuracy or appropriateness of the approach and transformative learning model used/developed by the category of students’ learning styles. The implementation of SDL learning model in lectures tailored to the specific learning style or combination learning style; is believed to significantly improve the quality of the learning process as well as to improve the quality of learning outcomes.

The term self-directed learning (SDL) related to self-control in learning (Bandura, 2006), and this is one capability that should be owned by every learner. Conceptually, self-directed learning is variously understood by a number of experts, and here are some of them.

According to Knowles (1975), SDL is a process in which individuals take the initiative, with or without the help of others, in diagnosing learning needs, formulating learning goals, identifying human resources and materials for learning, choosing and implementing

appropriate learning strategies and evaluate the results learning. Wedemeyer (1971) states that SDL is a person learns independently, have the freedom to learn without having to attend lessons given in the classroom educators. Meanwhile, according to Gibbon (2002), SDL is the improvement of knowledge, skills, achievements, and develop themselves in which people use many methods in many situations every time. SDL is necessary because it can give learners the ability to perform tasks, to combine the development of ability with the development of character and prepare to learn throughout life. Therefore, SDL include how students learn every day, how to adapt to rapidly changing circumstances, and how to take the initiative themselves when an opportunity does not happen or does not appear.

Caffarella and Merriam (2004) define SDL as a process in which learners take a major initiative to plan, implement, and evaluate learning activities undertaken. The same thing is stated by Candy (1988) that the SDL can be considered a process where learners gradually control the learning is done or as the ideal end point where the SDL can be developed. According to Long (in Tennant, 2006), SDL is a mental process that is usually accompanied and supported by behavioral activity which includes the identification and information retrieval. In SDL, learners deliberately accept responsibility for making decisions about the purpose and the work done so that learners themselves are the agents of change in learning.

From the opinions above, it can be concluded that self-directed learning (SDL) is the ability of individual learners to be able to think, plan, choosing learning strategies, and evaluate its performance so as to resolve the problems faced effectively. Briefly, SDL can be understood as the independence of learners in their learning process. Self-directed learning activities is to increase the knowledge, skills, accomplishments, and developments of individual learners who started their own initiative to learn planning their own learning (self planned) and conducted themselves (self-conducted), recognized the need to learn, learning objectives, create learning strategies, assessing learning outcomes, as well as having responsibility become the agents of change in learning.

Transformative learning model, self-directed learning specifically developed to enhance the existing model of transformative learning and expected to be able to trigger more effective for changes in self-learners in learning. Therefore, SDL learning model is developed by considering the theoretical framework of the following: (1) that every student has the characteristics that are diverse in learning. Transformative learning model development, especially SDL should consider

aspects of the preferred learning style of each student, in particular version of Kolb (2003); and (2) the diversity of approaches used in transformative learning including SDL, as a rational approach-cognitive developed by Mazirow (1978), the approach emancipatory by Freire (2000), personal-psychological by Boyd (1989) and Low & Nelson (2005), as well as spiritual-integrative approach by Dirkx (1998) and Healy (2000). Each approach has different ways to trigger a change in the "frame of reference" on the learner. Based on two theoretical framework that, then the right transformative learning model is developed and believed to be capable of being an effective trigger for a change in self-learners (students); SDL is a learning model tailored to diverse learning style of learners.

METHOD

This study used research and development design from Borg and Gall (1983), adapted stages. Based on the guide-line of Borg and Gall, there are ten steps / activities that must be taken in the research development, namely (1) investigate and collect information, including reading the literature, observe classes, and prepare a report on the development needs; (2) planning prototype components that will be developed; (3) develop an initial prototype; (4) conduct limited testing of the initial model; (5) revise the initial model; (6) conduct field trials; (7) to revise the product; (8) operationally conduct field trials; (9) did the final revision to the model; and (10) the dissemination and distribution of the various parties.

Implementation phases of this study was adapted into two phases during two years. Firstyear' phase in 2016 will be implemented step/activity 1 to the steps/activities 3; while the second year' phase will be implemented in steps/activities 4 to the steps/activities 10. On the first phase of one year, this study used exploration design study targeting the description details of (1) the level of curiosity of students, (2) the level of independence of student learning, (3) student learning styles and patterns of self-directed learning (SDL), which developed among the students, and (4) arrangement of early prototype SDL learning model based on students' learning style to develop curiosity and independence learning of students validated by the expert.

On the second phase of the second year, this study used the trial design (semi experiment) as a three-phase control. The results of trials test/development in phase 1 compared to the results of phase 2 and phase 3. Targets of the second year of research was

obtaining a description of: (1) the level of curiosity and the degree of independence of student learning at every phase of testing/development, (2) the chronology of the process SDL grasping orientation-based implementation in transformative learning experience, (3) the influence of the learning model SDL grasping orientation experience on the level of curiosity and independence of student learning, and (4) the feasibility of SDL grasping orientation learning model for disseminated on a kind of broader context.

The data source of this research in the first year was student class of 2015 who are still studying in the Faculty of Education, State University of Malang (UM FIP). The respondents are FIP UM students who were selected randomly by the number 150. Furthermore, of the respondents were selected 30 people who were considered to represent the students of six majors in FIP UM (BK Department, AP, TEP, KSDP, PLS and PLB) for Focus Group Discussion (FGD) on learning styles and patterns of SDL. For theoretical validation purposes (expert testing) of the draft prototype model, then the data source is a transformative learning experts, in particular SDL experts and linguists.

In this research, there are two dependent variables and one independent variable. The dependent variable include: (1) curiosity of students, and (2) the independence of student learning. While the independent variables which are supposed to influence are: learning model self directed learning (SDL) orientation grasping experience (GE). Variable curiosity and independent learning of students dug through a self-assessment questionnaire. The data obtained in the form of scores with Likert scale. Variable SDL specifically about scale and orientation in learning, and also the growth of SDL patterns among students collected through questionnaires and deepened by a focus group discussion (FGD).

Student learning styles based on the classification David Kolb (2003), which includes 4 substance of experience, namely: learning styles watching, doing, feeling, and thinking. Combined learning styles watching and doing so-called learning orientation "grasping experience" for the acquisition of experience. Combined feeling and thinking learning style called learning orientation "transforming experience" to the process of transformation or change the experience. The process of explaining that experience as a substance and meaning can only be obtained through viewing (watching) and do (doing). Meanwhile the process of modification can only be possible using "thinking" and "feeling".

Learning model prototype development SDL-GE includes the following variables, namely (1) the

component models, (2) the syntax of the model, (3) implementation guidelines, (4) ease to learn, and (5) the attractiveness of the model. These variables will be validated by experts transformative learning, learning technology specialists, and linguists.

The research instrument used for exploration studies are questionnaires and focus group guidelines. The questionnaire used to obtain written information related to students' curiosity and independence as well as the SDL particular learning styles of students. FGD guidelines used to perform deepening, clarification and triangulation of data obtained from the results of the questionnaire; especially for the determination of learning style and orientation to be tested.

Data collection techniques in this research is the engineering phase 1 questionnaire and FGD techniques. Mechanical questionnaire was used to collect and record data on curiosity, independent learning, and learning styles of students. FGD techniques used to explore more qualitative sailed on the style and orientation as well as SDL alleged pattern corresponding to be attempted. The analysis technique of the data used in the study phase 1 is a descriptive analysis techniques and techniques of discourse analysis. Descriptive analysis techniques are used to describe the distribution and category level of curiosity and independence level of student learning. Contents analysis technique used to qualitatively describe more about the style and orientation of learning that tend to appear predominantly among students.

Data collection techniques in phase 2 studies are questionnaires and observation techniques. Mechanical questionnaire used to measure the level of curiosity and independence of student learning at every phase of testing/development. Observation techniques are used to record the dynamics of the chronology of the implementation of the learning model SDL grasping orientation experience in every trials phase. Data analysis technique used in phase 2 research is comparative analysis and discourse analysis techniques. Comparative analysis technique used to determine differences in test results of phase 1 trials, phase 2, and phase 3 while recognizing the significance of the influence of the model is tested against an increase in curiosity and independence of student learning. Discourse analysis is used to explain and review the key findings / specifically associated with the model tested in each phase.

RESULTS AND DISCUSSION

Results

Before drawing up the learning model of self-directed learning orientation grasping experience (SDL-GE), first performed excavations on learning styles and patterns of student self-directed learning. Learning style is needed to know what learning style most favored by students. Patterns of self-directed learning is required to determine the level of willingness and student independence in learning. Two things are very necessary as consideration for the development of learning model SDL. Extracting data about student learning style survey research conducted by distributing questionnaires to students at UM FIP. To complement and deepen the results of a survey conducted focus group discussions (FGD). Extracting data about patterns of self-directed learning that developed among the students is done through focus group discussions (FGD).

From the survey data showed that: (1) the level of curiosity and independent learning level of students (91% and 88%) scored 1-4 in the range of 1-10. This means that the level of students' curiosity and independence as very low; and (2) there are two main trends leaning style models that develop among students, the learning style by watching and doing, with the proportion of 40.8% and 43.9%. The survey results are in line with the conclusions FGD generally found that students prefer to learn through direct observation to the field and at the same time could put it into practice so as to obtain practical experience significantly.

FGD with students related to the patterns that develop self-directed learning among students FIP UM, can be summarized as follows: (a) the willingness of students to learn independently (self-learning) is still very weak (not appear); (B) the participation of students in the lecture tend to be passive, and the discussion in the classroom tend not / less developed, as a result of (i) the unpreparedness of students in following the lecture, because it is not known resource materials that will be studied at each session, (ii) lecture material delivered by a lecturer in general tend not in line with the RPS lecture given at the first meeting; (C) the habit of students to read textbooks ingredients lectures much less, as a result of (i) do not have or do not want to borrow textbooks available in the library, (ii) textbooks used lecturer in general foreign language (English) , so this makes more and more students are lazy to read it because it is less understand its contents; and (d) completion of the course assignments, such as writing a paper, etc., usually done on the eve of the deadline for the collection and was done in a hurry and tend to copy and paste the "materials" available in cyberspace (Internet).

Referring to the learning style developed by David Kolb (2003), it is believed that any revision basically contains four substances experience, namely: watching, doing, feeling, and thinking. In the first two aspects, namely watching and doing, meaning-oriented "grasping experience" for the acquisition of experience. Then the other two aspects, namely the feeling and thinking, meaning-oriented "transforming experience" for the transformation or change the experience. The process of explaining that experience as a substance and meaning can only be obtained through viewing (watching) and do (doing). Meanwhile the process of modification can only be possible with the use of the mind (thinking) and emotion (feeling).

The fourth of these substances, according to Kolb, integrated with four stages of the learning cycle consisting of "concrete experience", "abstract experience", "reflective observation" and "active experimentation". It thus gave birth to the understanding that the feeling produced "concrete experience", thinking led to "abstract experience", watching led to "reflective observation" and doing yielded "active experimentation". Further described by Kolb that the dynamics of the interaction of the four substances and the four stages of the learning cycle that spawned four fusion activity, which diverging (feel & watch), assimilating (think & watch), converging (think & do), and accommodating (feel and do). Also, the four alloys and fourth stages of the learning cycle are linked by a continuum line processing (processing) and perception (perception).

Based on this trend, the design of a transformative learning model that should be developed in accordance with the characteristics of FIP UM student is learning model SDL orientation Grasping Experience; to obtain maximum learning outcomes of the learning process is more oriented on providing experiences observing and acting directly. That is, the design of the model developed more emphasis on field observation (watching) and also conduct field practice (doing).

The learning model Self-Directed Learning Orientation Grasping Experience (SDL-GE) to be attempted, thought to be in accordance with the conditions and characteristics of the students. This model was chosen with several considerations, especially the learning style and patterns of student self-directed learning. The element model of transformative learning developed in this study consists of: (a) component of the learning model SDL-GE, (b) syntactic learning model SDL-GE, (c) implementation guidelines for

learning SDL-GE, (d) ease of learning model SDL-GE to learn, (e) efficiency, and (f) appeal SDL-GE learning model which was developed.

As for the draft design study model SDL-GE which is compiled/developed in this study using a procedural model. SDL learning model components include a combination of learning styles watching and doing; so that proper orientation is grasping learning experience. Design SDL-GE developed according to learning style tendency shared by most of the students. The learning process is applied to the SDL-GE activities aligned with the learning style of the participants, either face to face, and the model of assignments to be done by the participants. With the implementation of SDL-aligned GE which is tailored to students' learning styles and types of task (assignment) given, is expected to enhance the effectiveness of learning at the same time is able to be an effective trigger for growth and development curiosity student learning and independent learning. The syntax for the implementation of the model SDL-GE includes a step which can be succinctly described as follows: (1) Orientation and upperception learning activities in PT, (2) Observe the implementation of best practice student, (3) Exercise doing SDL Structured, (4) Exercise develop self-learning design, (5) Prepare proposals PLS model development program, and (6) Reflection.

CONCLUSIONS AND SUGGESTIONS

The conclusion of the results of this study as follows: (1) The level of curiosity and independent learning level of students (91% and 88%) scored 1-4 in the range of 1-10. This means that the level of students' curiosity and independence as very low; (2) Learning styles are commonly owned and developed among the UM student FIP is a learning style by watching and doing (40.84% and 43.87%) These results were confirmed by FGD that students generally prefer to learn through observation field and practices. Combined watching and doing learning style this sort of is more oriented towards grasping experience to the process of acquiring the learning experience more meaningful and effective for students; only a small percentage of students learning style combination of feeling and thinking or oriented transforming experience; (3) The pattern of self-directed learning that develops among students FIP UM, is not yet clear, because (a) the willingness of students to learn independently is still very weak; (B) passive in following the lecture; (C) will and ability to read textbooks college students is very less; and (d) completion of the tasks of lectures conducted in haste and tend to copy paste from internet; and (4) SDL Learning model developed is the SDL model oriented grasping experience by watching and doing. The learning model is still an early draft of

which needs to be enhanced through the validation of theoretical and limited test (empirical validation) and to the need to continue to study the second year (2017), so as to obtain a model that is really able to trigger effective for a flowering of curiosity and independent student learning.

Based on the research findings, it is recommended to develop a learning model design-oriented self-directed learning experience grasping, which is a combination of learning styles and learning styles doing watching. With SDL learning models that are tailored to their learning style and orientation, then the growth of curiosity and independence of student learning is expected to run more smoothly and achieve maximum results.

To obtain the proper model design and functional applicability, it is necessary to improve the model through advanced research activities, particularly the limited field trials to obtain empirical validation. Given the characteristics of the diverse learning styles of students, and unclear patterns of self-directed learning students who will be targeted implementation of this model.

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CONTRIBUTIONS CHARACTER EDUCATION FOR ARRANGEMENT LIFE OF THE NATION

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ABSTRACT

Character is an essential part in life of the nation. Character is a special feature of a person as a result of the formation of a particular field or space. The purpose of this paper is to explain how character education contributes in structuring life of the nation. Character education needs to be nurtured from an early age because children are the future generation that will determine the survival of the nation and the state. Reality is happening in many countries, including Indonesia which is currently still the existence of corruption, lack of self-awareness to pay taxes and the rampant spread of drugs. It can be overcome and prevented through character education. Character education is a conscious and deliberate effort that made to establish and develop an individual character. Education involves three elements, that is family, school and community. Life of the nation is very dependent on the survival of future generations in implementing the noble values and uphold the ideology espoused the nation and the country. Thus the character education is very influentially in national life.

Keywords: contributions, character education, life of the nation.

Character is the identity of the individual. Meanwhile, the state will never stand without the individual. Therefore, the state is a collection of individuals who live in a particular area, which have the awareness to live together, bound by the rule of law. Every country basically has the aim of making the lives of its citizens live well and prosper. As the reality of the imaginary, the real purpose was prosperous and affluent size lies in the people who live and live in the country.

A philosopher, Cicero argued that the character of the citizens, is the nation's welfare (Lickona, 2013). Additionally, Lickona (in Wibowo, 2012) stated that a nation was heading for the brink of collapse, when the characters spout. Therefore, the character is an integral part in the life of the nation. As stated above, the individual character which leads to the state can never be separated from the world of education. The world of education to be very influential on the formation and development of character through education because children get knowledge and be able to develop their potential. Education involves all aspects of a person's environment, from family, school, community, and country.

Character education needs to be nurtured from an early age because children are the future generation that will determine the survival of the nation and the state. This indicates that the next generation is very necessary attention in the survival of the state and nation. Based on the work of Walker Percy (in Lickona, 2013) states that some people get everything but fail in life. This is because they

do not have enough character to face the problems of life. Therefore, even though all things have been obtained, but because they do not have the readiness to face the problem, then they will ultimately lose to the problem. The next generation needs to get a stock character because only with good character, the nation and the state can work well too.

Reality that happening in many countries, including Indonesia, namely, it is still quite a lot of state officials who engage in corruption. Besides the lack of self-awareness to pay taxes and the rampant spread of drugs. Drugs are now more rampant. In Indonesia, the drug has penetrated to the students. It is revealed from the print media (Jawa Pos, 16.09.2016). There explained that the spread of drug targets in East Java targets are junior high school students to high school.

Results of research conducted by Akbar (2015) conducted in 2009, 2010, 2011 on primary education in East Java code found several problems of character and educational problems. The first problem many elementary schools in East Java, which has not made the values of life that live in the neighborhood elementary school that underlies the development of noble character become core values in character education. Second, almost all SD surveyed do not have a grand design character education in primary schools respectively. Third, the implementation of value and character education in primary schools develop life values such as love, respect, peace, cooperation, compliance, democracy, not entirely the concern in the practice of character education in elementary school. Fourth, the vision, mission and goals tend to be less socialized character education and the

lack of a shared commitment on all citizens of SD. Fifth, the existing order in SD poorly enforced optimally. Sixth, the school is still much to apply penalties by mechanical, self-awareness is not based on a violation of school rules.

All it proves that the current generation is not sufficiently formed character. Therefore, it is necessary to act immediately to address these problems. One of the effective measures to restore the life of the nation that is through education. Once the importance of character education is done, so that some developed countries like the United States, Japan, Korea, and China is already applying the model of education from elementary school to college (Wibowo, 2012).

Character education can not be separated from Ideology. Every nation in the world is always based all joints of life according to the ideology espoused, including character education. Therefore ideology Pancasila as the Indonesian nation must necessarily be the basis also for character education in Indonesia.

Based on the above explanation, this paper produce to answer the question: "how can any Character Education, which will contribute To Setup life of the nation. Therefore then wrote this article with the title " Contributions Character Education for Arrangement Life of The Nation ".

CORE CHARACTER

Characters in Great Dictionary of Indonesian can be interpreted as a psychological traits, morals or manners that distinguish one person than another. MONE (2003) in Wibowo (2012) states that the character is character, character, character, or personality are formed from the internalisation of the various virtues were believed to be, used as a basis for perspective, think, behave and act. Samani & Hariyanto (2012: 41), to interpret the character as a fundamental value that builds individual. Characters are formed either due to the influence of heredity and environmental influences, which distinguishes it from other people, and is manifested in attitudes and behavior in everyday life. Ministry of National Education (2010: 7) also revealed that the characters are unique values, either embedded inside and demonstrated through behavior. Based on these statements, we can conclude that the character is a hallmark of a person based on the processed heart, mind and translated into actions.

Character is destiny. This was stated by the Greek philosopher Heraclitus in Lickona

(2013). "Be careful of your thoughts, your thoughts become your words; Be careful with your words, your words become your actions; Be careful with your actions, your actions become your habits; Be careful with your habits, your habits become your character; be careful with your character, your character becomes your destiny ". He stated that the first humans to be careful with the mind, because it will be his actions, until it became a character and this character becomes destiny. It defines the character becomes your destiny because the character that develops within the individual, it affects lifestyle and work patterns. Therefore the character of a person is a person's destiny.

Characters by Lickona (2013) is the ownership of the "good stuff". Further, he said that the good has a certain ethical, namely: (1) Goodness define what it means to be human. we become fully human when we do good; (2) Virtue improve the happiness and well-being of an individual; (3) They serve the public interest, enabling us to live and work in the community; (4) They are aware of the ethics classic if you want to be treated like this, or do you want others to act like this.

Virtue is the root of character. That's because a person can do good only if he has a good character. Here are 10 essential goodness delivered Lickona (2013), the wisdom, justice, courage, self-control, love, positive attitude, hard work, integrity, gratitude, humility, and virtue. A good character is when a person lives well in relation to God, the Creator; fellow; the natural environment; as well as the state and nation.

Characters by Ki Hajar Dewantara an alloy of all human nature is fixed so that a special sign between people with other people, which manifested itself in mind and deed birth (Akbar, et al: 2015). Further, he said that the code should include You know, Ngroso, and Ngakoni. Meaning that a person is said to be characterized as having knowledge, taste and manifested in his actions good.

Judging from the statements above it can be stated that the character is a special feature of a person as a result of the formation of a particular field or area used as a basis for thinking and acting.

CHARACTER EDUCATION

Character education is an effort to help the mental development of children both physically and emotionally, from the nature kodratinya towards human civilization and better (Mulyasa, 2012). It is possible that character education is able to produce the next generation of dignity and good character. Character education is concerned with how to instill habits of good things so that children have an awareness, comprehension is high, as well as the awareness and commitment to apply the

virtues in everyday life. Therefore education will determine the character of human civilization living in countries that participate in determining a country's civilization.

Character education does not mean the character is only taught in schools. Yet education is also on the dimensions of the family and society. Therefore, education is not only determined success in school, but also the result of collaboration with families and communities. School as a place of formal education can pursue the development of good character in children through a variety of ways, one of them with a conditioning class is wrapped in the use of models, methods, strategies, and certain media. Conditioning is prepared deliberately given a conscious effort to develop positive character traits in students. Thus, students who are the future generation can be formed potentially become good human resources.

Education is an effective way of maintaining state. This is because through education, we can prevent bad things happen. Through education, we teach good things so that they will grow into the next generation of good results. Ki Hajar Dewantara (Wibowo, 2012) states that education is guidance in children's lives to guide the nature of existing strengths in children so that they are as human beings and as members of society can achieve maximum safety and happiness should not only tingginya. Pendidikan shaping the next generation of smart and intelligent, but also able to make a generation who have the skills and attitude or a good character. Therefore, character education can be defined as a process of cultural internalization into oneself and the community so that it can make people and societies become civilized. So the character education is an effort to improve the quality of good people better and refined based on noble values and cultural environment.

Character education within the school is a process of giving guidance to students to become fully human character in the dimensions of the heart, thought, body, and taste, and imagination (Samani & Hariyanto, 2012: 45). According to the Ministry of National Education (2011: 1), character education is the cultivation of habits (habituation) about what is right and wrong, able to feel a good value so that students become aware of right and wrong, able to feel good value and used to do, Character education is an education that develops character values of the nation on students, so that they have value and character as the character himself, to apply these values in her, as part of the

community members and citizens were religious, nationalist, productive and creative (Wibowo, 2012).

Educational outcomes simply can not be immediately known. It takes a certain period of time or to know the results of such education. Nevertheless, the results of this study will have the endurance and a strong impact in the community (Wibowo, 2012). Education will be able to bring a brighter future. With education, someone will be formed so that they will develop ideas, skills and attitudes that can be used to maintain state.

Law on National Education System (Education) in Indonesia in 2003 stated that one of the goals of the national education to develop students' potential for intelligence, personality and noble character. Wibowo (2012) revealed that the character education in Indonesia, namely education noble values sourced from Indonesian culture itself, in order to foster future generations personality. This implies that education is designed not only to establish Indonesia intelligent beings, but also a personal character in accordance with the noble values of the nation of Indonesia.

The importance of cultural development of the school's character education is based on the theory of fields (Akbar, 2015). People living in a living space or a particular field. In this living room there is a phenomenon that can be observed so that will build the perception. One's perceptions affect its behavior. Therefore, their conditioning or environmental field school will also be able to influence their actions so it will also have an impact on his character.

The character education program is conducted by habituation (Akbar, et al: 2015): (1) regular activities, ie activities that have been performed daily; (2) spontaneous activities, ie activities that suddenly occurs without planned but has a message for building a good character; (3) The programmatic activities, ie activities that are deliberately designed to develop character in the students.

Noble values that should be instilled in the next generation of Indonesia so as to become a character contained in the Events Calendar (2010), namely: (1) Religious; (2) to be honest; (3) Tolerance; (4) Discipline; (5) Work hard; (6) Creative; (7) Independent; (8) Democratic; (9) Curiosity; (10) The spirit of ethnicity; (11) Love the Motherland; (12) Rewarding Achievement; (13) Friendly / Communicative; (14) Love Peace; (15) Joy of Reading; (16) Environmental Concern; (17) Social Care; and (18) Responsibility.

The process of character education should be based on the totality of the psychological that includes the full potential of human beings, both in terms of knowledge, skills, and attitudes possessed. It also includes functions in relation to the totality

of sociocultural environment interaction in the family, school, and society (Wibowo, 2012). It is divided into four sections. First, if the liver. Here relates to spiritual development and emosial. What is done is based on the trust that he believes. Secondly, the process to think. Here associated with the development of a person's knowledge. Intelligence is being used as one of the cornerstones in the act. Third, namely sports and kinesthetic. Here relates to the actions or behavior. Fourth ie if the feeling and intention. Here is the development of one's attitude and creativity. The fourth process is a unity and can not be separated one by one. All are interrelated and complementary.

In order for the implementation of character education in schools can be successful, then the main requirements that must be met, namely: (1) the example of teachers, staff, school leaders and policy makers at the school; (2) the character education should be done consistently and continuously; (3) cultivation of the values of the main character through learning activities.

Lickona in Wibowo (2012) reveal that character education will be effective if educators and education policy makers take notice and implement the principles of: (1) the core ethical values should be developed, while the values of performance supporters serve as the basis; (2) The character should be defined comprehensively, to include thoughts, feelings, and behaviors; (3) The approach should be comprehensive, deliberate and proactive; (4) Create a caring school community; (5) Give students the opportunity to act morally; (6) Create an academic curriculum that is meaningful and challenging respect all students, develop character, and help them to succeed; (7) Try to encourage self-motivated students; (8) Involve the staff of the school as a learning community and moral; (9) Encourage togetherness in moral leadership; (10) Involve the family and community members as partners; (11) Evaluation character of the school, the school staff functions as an educator of character, and the extent to which students manifest good character.

Wibowo (2012) revealed three designs in developing character education, namely: (1) design class-based, based on the relation of teachers as educators and students as learners; (2) the design of culture-based school, which is trying to build a school culture that is capable of forming the character of the students with the help of social norms that certain values are formed and disappear in the student; and (3) community-based design, which utilizes an

individual's social relationships in building and developing student character.

Based on the study above, we can conclude that character education is a conscious and deliberate effort made to establish and develop an individual character. Education involves three elements, namely the family, school and community. All three are unified in shaping the character of children. Of course taught character education is never separated from the ideology that embraced a nation. Character education is also not free from the requirements, principles, and strategies that must be done to develop the character. Therefore, the next generation will be educated by the noble values and ideology that underlies the state and nation to stand by the terms, principles and strategies so that individual character is formed in accordance with the ideology of the nation.

LIFE OF NATION AND STATE

Nation is a collection of people who live in a particular region to achieve common goals. Starting from the human consciousness that they can not live alone, came the desire to live together with the goal of achieving common prosperity. They live gathered by the organization that has been formed which is based on conventions. Thus when there are problems, the punishment is social sanction.

The continued development of the times, as a collection of people who live in certain areas require more status. They need more protection. This is due to the increasing population and the complexity of the problems that exist in it. Therefore formed State. A group of people who live in certain areas with a sovereign government. His life is set with clear legal rules and binding so that when the abuse occurred, then the sanction firmly and clearly.

The next generation is the face of the nation and the state later. Lickona (2013) stated that children are 25 percent of the population, but 100 percent of the future. Therefore if you want to update the situation and the condition of the nation state, it must be updated in advance of their people through raising the next generation in accordance with the culture you want built. Therefore, all citizens share responsibility in giving an example of behavior and also promote character development for the next generation.

Life of the nation is very dependent on the survival of the next generation who apply noble values and uphold the ideology espoused the nation and the country. The key to the survival of that maintained the habit of giving. Giving is an important key in the survival of the nation and the state. By giving, we will be able to honor, respect, sacrifice, to risk, and also loved. This concept gave

no other is the root of Indonesian culture. Because by giving able to make different into one.

Nation and State of Indonesia as a developing country must have a variety of problems. One of them corruption, erosion of the spirit of nationalism, drugs, crime, and so forth. However, all these problems can be solved with the concept of giving. By having the concept of giving, we will be able to provide understanding of ourselves that corruption is an unwelcome act of God. Therefore, we will keep ourselves from corruption. Awareness through giving, problems of erosion of nationalism also be resolved because everyone wants to give himself to love for the sake of the survival of the nation and the country. Consciousness gives also able to resolve drug problems cause by giving ourselves to be aware of the dangers of drugs, directly we will act introspective, families and communities so that we are not to participate caught in a cycle of drugs, even able to give more impact that drugs are not rampant in Indonesia. Giving also teaches us to love and respect others, to give myself to work hard so that when the awareness of giving is held, then the crime can also be overcome. Based on the above, the nation and state, which is based gives certainly able to keep the existence of the state.

CONTRIBUTIONS CHARACTER EDUCATION FOR LIFE PLANNING NATION AND STATE

Character education is defined as a conscious and deliberate effort made to establish and develop an individual character. Tri center of education, the family, school and community education ditumbuhkembangnya key characters. Character education is given in a particular country with a specific mission. One of the mission is to maintain the continuity of the nation and the country. Therefore developed a character education in all countries can never be separated from ideology. Ideology as the basis for national and state affects all aspects of life of citizens. Therefore, given definite character education based on state ideology.

Character education is expected to make the next generation who have a good strong character. The next generation of strong character who will bring a strong self resistance. It is expected the resilience of communities is also strong so that the country also strong resistance. Resilience strong self can be characterized by several things, such as (1) to always remember and give thanks to

Almighty God; (2) is able to treat themselves and others according to their nature as human beings; (3) is able to maintain the unity of the nation and the country; (4) to act wisely for the survival of the nation and the country; and (5) were able to overcome various problems of life. The existence of such awareness will bring someone able to put themselves in accordance with their capacity. Therefore, character education greatly contribute to the structuring of national and state.

END

CONCLUSION

Based on the above, it is known that education has a very close relationship with the life of the nation. If you want to build a strong state, the individual and society must also be strong in life. To provide supplies the power, it takes a positive character that can be fostered through education.

Character education is a conscious and deliberate effort made to establish and develop an individual character. Education itself involves three elements, namely the family, school and community. In order for the implementation of character education in schools can be successful, then the main requirements that must be met, namely: (1) the example of teachers, staff, school leaders and policy makers at the school; (2) the character education should be done consistently and continuously; (3) cultivation of the values of the main character through learning activities. Character education can be done through habituation program, namely through the routine, spontaneous activity, and programmatic activities.

Life of the nation must have a complex problem. However, these problems can be solved when the next generation of good character. A good character can grow when people are able to align your mind, heart, and actions in relation to God, fellow human beings, as well as on the natural environment. Through character education, the next generation be educated so that they have good character in order to behave appropriately as citizens. Thus the character education is very influential in structuring the life of the nation.

SUGGESTION

Through this article is expected to be more attention for all people to always keep the process of character education for the next generation. It also can be a source of inspiration to conduct research concerning the contribution of character education in the structuring of national life.

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THE EFFECT OF PEER ASSESSMENT ON STUDENTS' NARRATIVE WRITING PARAGRAPH ACHIEVEMENT

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ABSTRACT

Peer assessment has been considered an important part of writing process that helps improving writing achievement. Having a friend express opinion and provide certain guideline to improve the writing is analogous to a mirror reflecting the ability to the reviewer and the reviewed. Therefore, this study was aimed at investigating the effect of peer assessment on students' writing achievement in narrative paragraph. It is conducted at SMP Negeri 5 Pamekasan in the second semester at academic year 2015/2016. This study employed a quasi-experimental design, where the researcher did a treatment by implementing peer assessment to experimental class, and implementing traditional/teacher assessment to control class. Research instrument used. A pre test and post test were administered prior and post treatment, of which the scores were statistically computed to determine highest score, lowest score, standard deviation, percentage and the difference between means the two tests. Implementing peer assessment could improve the students' writing achievement in narrative paragraph. The indicator of writing test are grammar, vocabulary, relevance, mechanism, and fluency. The data obtained were calculated and to identify whether there is a significant difference between the test scores of experimental group and the control group. The result showed that the mean of score in pretest and score of post test increased significantly for both groups. Critical t table is 2,006, while computed t value is 2,257 the difference between the two means were significant. By those facts, H_0 hypothesis is rejected and H_1 hypothesis is accepted. It means that implementing peer assessment was more effective than implementing traditional assessment taken by teacher.

Keywords: peer assessment, narrative paragraph, writing

Writing is one of the skills that students have to learn and as one of the productive skills that should be developed in instructional activities, writing also requires the mastery of mechanical aspects of written expression i.e., handwriting, spelling, punctuation, capitalization and format. As for the junior high school, the students are required to have a competence in the functional literacy level. On the other hands, most of junior high school students get difficulties in mastering this skill and they have got low score in writing and about more than half of them got score under the minimum criteria.

Peer assessment is an alternative that has significant pedagogical value because it enables learners to take part in the evaluation process and products. Peer assessment involves students in their own destiny, encourage autonomy, and increase motivation. Cheng and Warren (2005) maintained that involvement control over the methods, procedures, and outcomes of assessment as well as understanding the underlying rationale are crucial for both teachers and students.

Peer assessment can be defined as a response in some forms to other learner's work. It can be given by a group or an individual (Puhl, 1997:8). To conduct this kind of assessment the teacher need to show the writing sample to students, and together with the students generate criteria for assessing it. From

the clear criteria the students can see the relationship between what they have written and the grade they receive so that it can encourage them to take more responsibility for their own learning.

Peer assessment is an assessment which is commonly done in writing. It is a good thing to do because there are lots of benefits that can be taken. Bostock (2002) as quoted by Race and others who listed the advantages of peer assessment. The benefits are first, it helps expose misconception, second, it can provide immediate support in the classroom. Third, students will often respond more positively to a peer than to a teacher. Fourth, peers often know more about the work than parents and can give more help, especially in secondary stages, then, it is individualized and interactive, beside that, the teachers gain as well as the assessed. Sixth, social and communication skills can be improved, then, teacher can stand back, observe and make focused interventions. Eighth, students take more responsibility for their own learning, students can understand better the role of and need for assessment. There are also some potential advantages of peer assessment for students as first, giving a sense of ownership of the assessment process, giving motivation, second, encouraging students to take responsibility for their own learning, developing them as autonomous learners. Third, treating assessment as part of learning, so that mistakes

are opportunities rather than failures. Fourth, practicing the transferable skills needed for life-long learning, especially evaluation skills, and the last, using external evaluation to provide a model for internal self-assessment of a student's own learning (meta cognition). Topping (1998) argued that peer assessment is not a substitute for traditional assessment but it add value to learning process. The direct involvement in the learning process enhances students' sense of ownership, responsibility and students' motivation.

White & Arndt (1991) establish the model of writing processes: planning, writing, and reviewing. These processes are recursive and interactive, and these mental acts can be reviewed, evaluated, and revised, even before any text has been produced at all. The process approach to teaching writing emphasizes the writer as an independent producer of texts so that teachers allow their students' time and opportunity to develop students' abilities to plan, define a rhetorical problem, and propose and evaluate solutions. Brown (2007: 391) states that process approaches do most of the following focus on the process of writing that leads to the final written product; help students write to understand their own composing process; help them to build repertoires of strategies for prewriting, drafting, and rewriting.; give students to write and rewrite; place central importance on the process of revision; let students discover what they want to say when they write; give the students feedback throughout the composing process; encourage feedback from both the instructors and peers; include individual conferences between teacher and student during the process of composition Process writing is as a classroom activity incorporates the four basic writing stages: Planning, drafting, revising, and editing. The view is clearer by Tribble that is simple linier model of writing process have pre-writing, composing, revising and editing.

Brown (2004) identified that the most evident characteristic of peer assessment is cooperative learning, which is advantageous to students. In this study, the researcher focused on the effect of applying peer assessment on students' writing narrative paragraph. The students are expected to write narrative paragraph which consists of orientation, events, and re-orientation. The theme is about the students' folktale from their culture. This theme is related to basic competence of writing syllabus of eight grade students of junior high school.

In assessing peer's work, learners' need to be always alert and attentive resulting in cognitive strengthening, and at the same time acknowledging the importance of and having positive attitude towards their work being assessed by peer. In addition, assessing peer's writing help learners gain more knowledge and ability in gathering, acquiring, analyzing and synthesizing formation, reading and writing skills. Learners become more responsible, and cautions and learn how to think systematically.

As Anderson and Anderson (2003) say that the first type of genre is narrative. Narrative is to tell a story and the purpose is to amuse or entertains the reader. A paragraph is a group of related sentences that develops one main idea(Alice and Han 2007). The number of sentences is unimportant; however, the paragraph should be long enough to develop the main idea clearly. According to Alice and Han, a paragraph has three major structural parts, namely a topic sentence, supporting sentences, and a concluding sentence (2007:30).

Puegphrom and Chiramanee (2011), concluded that implementing peer assessment in the writing classroom make management easier and they said that implementing peer assessment technique in writing class can improve the writing ability. Andrade (2013) stated that peer and self-assessment are key elements in formative assessment, because they involve students in thinking about the quality of their own and each others' work, rather than relying on their teachers as the sole source of evaluative judgment. He used 6 +1 traits categories of writing namely: ideas, organization, voice, word choice, sentence fluency and conventions.

METHOD

The study attempted to find out the effect of peer assessment on students' achievement in writing narrative paragraph. The problem of this research is to analyze whether there is any difference of English narrative writing paragraph achievement of students' who are taught by using peer assessment and those by using traditional/teacher assessment.

The approach that used is Quasi-Experiment. According to Sugiyono (2015:114) state that "Quasi-Experiment is a study which is aimed to discovering the influence or particular treatment". It means that quasi-experiment is a research that to know there is influence or not of the variables. This research consisted of two variables. In this study, the indepedent variable was peer assessment and dependent variable is writing achievement. Peer assessment was applied to the experimental group and the traditional/teacher assessment was implemented to the control group.

The signifying characteristic of Quasi Experimental design that is Nonrandomly select one of the classes into experimental group and the other one into the control group. Furthermore, both of the student group are determined as experiment group (X) and control group (Y). Experiment group is a group which is given peer assesment, while control group is group which is not given peer assesment.

Some of the most common types of experimental research design include pretest-posttest design. The pre test was given to both groups in order to analyze whether both groups were at same level. Quasi Experimental technique occurs when it is not possible for researcher to randomly assign subjects to group. The post test was given to both groups. This is the classical type of experimental design and has good internal validity.

At the end of the experiment, the groups were post-tested. The writing test was a subjective test, since the students must make a narrative paragraph. The test items are following: grammar, vocabulary, mechanics, relevance, and fluency (style and ease of communication). Data analysis purposed at testing the research hypothesis that was, the students who were taught by implementing peer assesment had better achievement in writing English narrative paragraphs than those taught by implementing traditional/teacher assesment.

This research was conducted in the eighth grade students of SMPN 5 Pamekasanin academic year of 2015-2016. In eighth grade there were eighth classes. There are VIII-1 consist of 28 students, VIII-2 consist of 28 students, VIII-3 consist of 28 students, VIII-4 consist of 27 students, VIII-5 consist of 27 students, VIII-6 consist of 27 students, VIII-7 consist 27 students, and the last VIII-8 consist of 25 students. So total number of the eighth grade students there are 217 students. The researcher chose two classes. There were Experiment and Control Group. VIII-6 is Experimental group it consisted of 27 students and VIII-5 is Control group it consist of 27 students.

Samples are part of the population to be observed by researcher. According to Sugiyono (2015:118) state that the sample is part of the number and characteristic it has by that population. It mean that Samples are part of existing population. Here, the sampling technique that used is Cluester Sampling. According Sugiyono (2015:121) state that cluster sampling used to determine the sample when the object to be researched or data source very large. When pre-test was given to all

eighth grade, the value of VIII-5 and VIII-6 are same. So, the sample in this research are VIII-5 as control group and VIII-6 as experimental group.

After the data were collected, they were processed and analyzed by using some steps, the steps are: (a) step 1: Finding out mean (b) step 2: finding out Standard Deviation. The standard deviation is the commonest measure of dispersion of a distribution that is of a degree to which scores vary from the mean. To calculate the standard deviation of the score of the experimental group and the control group; (c) step 3 : Using t test formula in order determine whether the difference of score of each group is significant.

RESULT AND DISCUSSION

Result

The summary of the findings is presented based on the statement of the problem and hypothesis. In the statement of the problem, it is questioned that whether the students taught with peer assesment in writing have better achivement than those who are taught with traditioanal assesment. The hypothesis stated that the students who thought by peer assesment as technique have better achievement in writing narrative paragraph than students who do not thought by peer assesment as technique.

This is evidenced from $t_{value} = 2.257$ and $t_{table} = 2,0066$. So, H_0 : “The students who do not thought by using peer assesment as technique have not better achievement in writing narrative paragraph than students who thought by using peer assesment as technique.in writing narrative paragraph” is rejected and H_a : “The students who thought by using peer assesment have better achievement in writing narrative paragraph than students who do not thought by using peer assesment writing narrative paragraph” is accepted.

Discussion

This section presents the discussion about the effect of peer assesment on students’ achivement in narrative writing paragraph. The discussion covers with the students’ writing achivement in pretest for equivalency and posttest for writing narrative paragraph using peer assesment in the experimental and control group.

First, based on the results of the data analysis t-test by which H_0 is rejected, it was found that there is significant difference in the students’ writing achivement between students who taught by using peer assesment and those with traditional/teacher assesment. In the posttest, the mean score of the experimental group was 72,26 while the control group was 68 ,81. This is evidenced from $t_{value} = 2.257$ and $t_{table} = 2,0066$. So, H_0 : “The students who not thought by using peer assesment as technique. have not better

achievement in writing narrative paragraph than students who thought by using peer assesment as technique in writing narrative paragraph” is rejected and Ha : “The students who thought by using peer assesment have better achievement in writing narrative paragraph than students who not thought by using peer assesment writing narrative paragraph” is accepted.

The significant improvement of the posttest score of the experimental group was influenced by many reasons. First, the implementation of peer assessment helped the students to organize the idea and poured it in their writing narrative paragraph effectively. By training the students to assess their classmates’ works, it has made them know the mistakes of their classmates’ works. Then, by assessing and reading their classmates’ works, it has made the students know what good paragraphs are. By doing those activities, the students were trained to think critically. Second, the implementation of the peer assessment prevented the students’ from boredom, since they had to check and share with their classmates.

Moreover, there are five indicators of the test items that the students should achieve in accomplishing the writing test. As stated in the blueprint of the writing test, the five indicators are grammar, vocabulary, relevance, mechanism, fluency. In this study, the achievement of the students was measured based on the five indicators stated in a scoring rubric. Then, based on the result of this study, there are significant differences in narrative writing paragraphs between students taught by peer assesment and those taught by traditional/teacher assesment.

Additionally, the effectiveness of the peer assesment was observed from students assesment. the result of the research showed that there is interaction between the teaching technique or teaching assesment used. A significant achievement obtained by the experimental group was only caused by the treatment that was peer assesment. Thus, the peer assesment is effective in improving the students’ narrative writing paragraph achievement.

Second, In relation to the research findings, it is found that there is a significant difference between the mean score of the students in the experimental group and the control group. Therefore, the score gained in the experimental group brought to the rejection of the first null hypothesis. Thus, teaching narrative paragraphs by applying peer assesment was significantly more effective than applying the traditional/teacher assesment. Based on the research findings, the

scores in the posttest of the experimental was improved, and the experimental group got higher score than control group. It means that implementing peer assesment is better than implementing traditional/teacher assesment in teaching writing . Besides, there is a significant difference between the mean score of the students in experimental and control groups. Since the experimental group is taught by implementing peer assesment and this is more effective in improving students’ narrative writing paragraph achievement. The result of data analysis of this study revealed that the students’ taught by peer assesment is better than those taught by traditional/teacher assesment.

From the explanation above, it is assumed that the students whose writings were assessed by peer should think and understand their writing well. It is not strange when in the experimental group they spent much more time to write than the other group. It shows that their analytical and critical thinking was also working well. If their analytical and critical thinking was working, it will also make the students’ grammatical sensitivity better.

In conclusion, there is significant effect of peer assesment to the students’ writing achievement. The learners after taught by using peer assesment have better achievement on writing narrative paragraph than the students who taught by using traditional assesment. Actually, the using of Peer assesment was useful for the learners, especially in writing process. By using it, the learners had new technique and new concept on learning. They more interested in learning writing because It is different with students taught by traditional assesment which is more traditional way in teaching writing.

CONCLUSION AND SUGGESTION

Conclusion

The researcher can draw a conclusion related to the hypothesis of the research that there is any differences in the students’ narrative writing paragraph achievement taught by implementing peer-assesment and teacher assesment. Thus, the implementation of peer-assesment in writing has impacts on the students’ narrative writing paragraph achievement than implementing teacher assesment. Although the mean difference of two groups was not so high, it means that peer-assesment was proven to be effective in assessing the students’ writing so that the students may have better achievement in writing narrative paragraph than traditional assesment by teacher. the significant narrative writing achievement gained by experimental group is only attributed by writing technique that is peer assesment technique.

Suggestion

For the further researchers, this research is aimed at finding out the effect of peer assessment on the students' achievement in narrative writing paragraph, and the treatments of peer assessment technique was done to the students, so that the further researchers are hoped to conduct another researches on different writing text type to prove whether peer assessment is suitable to another writing text types or not. It is also hoped that another researchers to conduct research on another level of studies: senior high school and university level.

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INQUIRY LEARNING IMPLEMENTATION TO IMPROVE GENERIC SCIENCE SKILLS AND CONCEPTUAL UNDERSTANDING OF PRE-SERVICE CHEMISTRY TEACHERS

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ABSTRACT

Generic science skills are the basic skills needed to develop critical thinking skills and conceptual understanding in chemistry learning. This study aims to improve the generic science skills and conceptual understanding pre-service chemistry teachers through the implementation of basic chemistry lectures based-inquiry. This study used an experimental method with The One Group Pretest-Posttest Design. This research involves 35 pre-service chemistry teachers who take courses in basic chemistry I. The instrument test consist of 18 questions based Generic Science Skills Indicators that have validated. The results showed Generic Science skills increases with highest N- gain 61% for symbolic language indicator and the lowest N-gain of 49% for building concept indicator. Conceptual understanding of chemistry is also increased in the medium category with a highest value of N- gain at 58%.

Keywords: *Generic science skill, inquiry, Basic chemistry.*

The development of science, technology and arts in the 21st century occurred so rapidly that encouraging progress in many aspects of life. Facing the development of science and technology in global competition needs competent human resources, creative, empowered high order thinking and also competitive competences. Therefore, pre-service chemistry teachers should have the skills to think science and adequate competences as a guide in daily life. Scientific thinking skills can be developed with a number of students capabilities, called Generic Science skills (Liliasari, 2015). Generic Science skills are prerequisite for developing the ability of critical thinking, analysis, creative, problem-solving and decision-making competences. Generic science skills is also needed by an educator to deliver in successive generation of competent and competitive in the current era of globalization.

Generic Science skills is the ability to think and act based on the scientific knowledge possessed by the frame of mind of science (Liliasari, 2015). Generic Science skills are basic skills learners in understanding scientific concepts and solve problems in science. Generic Science skills is also a provision to develop high-order thinking skills. Generic science skill indicators develop by Brontosiswoto (2001) in Liliasari (2015). there are 9 (nine) indicators, namely (1) direct and indirect observation; (2) sense of scale; (3) symbolic language; (4) logical self-consistency; (5) logical inference; (6) causality; (7) Mathematical modeling; (8) concept formation and (9) spatial thinking skills/abstraction.

Chemistry is part of science that have processes and products in the form of chemical knowledge (principles, theories, concepts). Chemistry learning should focuses on the characteristics. In current issue, chemistry learning emphasizes to thinking, not knowing. Therefore, it is necessary to build a learning process of science thinking skills learning for students. Indicators of generic Science skills is the basis of learning chemistry in order to master the concepts of chemistry. Generic Science skills is useful skills for prospective chemistry teachers. Many researches shows that chemistry learning with improving generic science skills have successfull improving chemistry concept understanding in every level (Septorini, 2008; Sudarmin, 2009; Sumarni, 2010; and Sudarmin, 2011).

Some studies developing learning models to improve the skills of generic science skills of students and teachers, and the results there are not significant differences. Researchs about generic Science skills in Indonesia is new area in science education and also chemistry education. Therefore needs a sustainable oriented research to improving the generic Science skills of pre-service chemistry teachers from basic knowledge to advanced. Futhermore this research conduct to describe relationship among generic science skills, conceptual understandings and also high-order thinking skills of pre-service chemistry teachers.

Empirical studies about students conceptual understanding in basic chemistry lectures, show that students focus on memorizing concepts, principles and theories as a results they are difficult to interpreting data, graphs, and also mathematical modeling. Just little of students understand about symbolic and analyzing phenomena (27 scores in

0-100 scale). These facts indicate that the generic Science skills of students in low category. Derived from this issue, it is necessary to develop a learning design that can improve generic science skills. Beside improving generic science skills and content knowledge students, this learning design can be role model when they will become a teacher as preservice chemistry teachers.

Inquiry is the process of defining and investigating problems, formulate hypotheses, designing experiments, found data and make a conclusions from the problems. Inquiry learning give students opportunities to finding concepts by their selves through experimentation and discussion and it help students developing conceptual knowledge. The point of inquiry learning is managing the environmental learning to construct scientific concepts knowledge. Some studies about the effectiveness of inquiry learning show that inquiry learning give enhance students' understanding, achievement, science process skills, ability to construct knowledge and also scientific communication skills.(Tuan, 2004; Liuet al, 2010; Trundle et al, 2010; Seraphin et al, 2013; Sun et al, 2014; Chiang, 2014; Maxwell, 2015)

The stages of inquiry consist of problem identification, problem exploration, problem solving analysis to the formulating concept. Theses stages indicate that inquiry learning process need high-order thinking skills. In this research generic science skills used solving problem they have, so that learning becomes more meaningful.

Based on the background above, the aim of this research is implementing basic chemistry lecture base inquiry to improving generic Science skills and conceptual understanding of pre-service chemistry teachers.

METHOD

This research used experimental research One Group Pretest-Posttest Design adopted from Fraenkal & Wallen (2007). The research subject are 35 pre-service chemistry teachers who attended the lectures of basic chemistry I in Department of Chemistry Education, Universitas Sultan Ageng Tirtayasa.

Test generic science skills is the research instrument to measure generic Science skills and conceptual understanding of students.

There are 13 items multiple choice questions with reason and 5 items are essay questions.

Pretest and posttest data were analyzed descriptively and statistically. Increase data of

$$N - gain = \frac{posttest\ score - pretest\ score}{Max\ score - pretest\ score}$$

generic Science skills and conceptual

Table 1. Decision making criteria N-gain

| Criteria | Predicate |
|---------------------|-----------|
| $Ng \geq 0,7$ | High |
| $0,3 \leq Ng < 0,7$ | Moderate |
| $Ng < 0,3$ | Low |

(Hake, 1998)

understanding pre-service chemistry teachers can be determined by calculating the N-gain (Normalized Gain) pretest and posttest. Normalized Gain (N-gain) and criteria show in Table 1.

RESULTS AND DISCUSSION CONCEPTUAL UNDERSTANDING OF CHEMISTRY

Inquiry learning is design to improving generic Science skills and conceptual understanding pre-service chemistry teachers. This study focused on atomic structure topic. The area of atomic structure topics are sub-atomic particles (protons, neutrons, electrons), stationary state and electron configuration. Conceptual understanding of atomic structure was measured by writing test

Table 2. Pretest, Posttest, and N-gain Conceptual Understanding

| No | Concept | Average (%) | | N-Gain (%) | Decision | T Test ($\alpha = 0,05$) | |
|----|---|-------------|-----------|------------|----------|----------------------------|-------------|
| | | Prete s | Postte st | | | Significance levels | Explanation |
| 1 | Theories of atomic | 18,81 | 66,19 | 58,00 | Moderate | 0,000 | Significant |
| 2 | Sub-atomic particles | 21,43 | 60,32 | 49,00 | Moderate | 0,000 | Significant |
| 3 | Stationary sta and electron configuration | 22,98 | 65,95 | 56,00 | Moderate | 0,000 | Significant |

that is based on Bloom's taxonomy-cognitive level process-understanding-applying, and analyzing-. Table 2 present mean score of pretest, posttest, and N-gain about conceptual understanding of pre-service chemistry teachers.

Table 2, show that score of conceptual understanding pre-service chemistry teachers are increases in the medium category (N-gain = 58%, 49% and 56%). Figure 1. show it clearly.

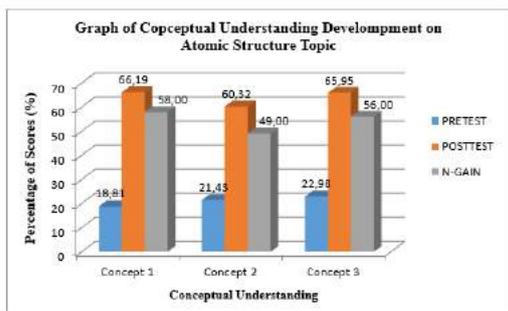


Figure 1. Graph of Conceptual Understanding Development on Atomic Structure Topic

In this study, using T test with 95% significant level to differentiate between pretest and posttest. The results show that there is significance different between pretest and posttest, ($P = 0.000$, it means less than 0.05). The results indicate that the implementation of inquiry-based learning could improving conceptual understanding of pre-service chemistry teachers with significant.

Basic chemistry lectures with inquiry learning can help students to learning concepts especially atomic structures more easily. Inquiry learning ask to students to construct and develop conceptual understanding by their selves. Learning process will be meaningful and also encouraging students to thinking, working with initiative, and also producing scientific skills -objective, honest and opened- (Roestiyah 2008). Inquiry learning tends students to gain a strong knowledge and stored in their long-term-memory than memorizing (Blanchard, et al., 2010).

GENERIC SCIENCE SKILLS

Generic Science skills are basic skills that must be belong to pre-service chemistry teachers as basis for build high-order thinking skills. There are 10 (ten) indicators generic science skills : (1) direct observation; (2) indirect observation; (3) logical framework consistent; (4) awareness of the scale; (5) symbolic language; (6) logic inference; (7) causality; mathematical modeling; (8) build concept; and (9) abstraction. Developing Generic science skill Indicators in atomic structures learning base inquiry learning are : (1) indirect observation; (2) logical framework consistent; (3) sense of scale; (4) build concept; and (5) symbolic language. Table 3 present results of analysis pretest, posttest, and N-gain generic science skills of pre-service chemistry teachers.

Table 3. Pretest, posttest, and N-gain Generic Science skills

| No | Generic Science skills Indicators | Average (%) | | N-Gain (%) | Decision | Wilcoxon Test/ T-Test ($\alpha = 0,05$) | | |
|----|-----------------------------------|-------------|----------|------------|----------|---|------------|-------------|
| | | Pretest | Posttest | | | Test | Taraf Sig. | Exp |
| 1 | logical self-consistency | 25,85 | 64,76 | 52,00 | Moderate | T-Test | 0,000 | Significant |
| 2 | sense of scale | 17,14 | 60,95 | 53,00 | Moderate | Wilcoxon Test | 0,000 | Significant |
| 3 | symbolic language | 19,29 | 68,33 | 61,00 | Moderate | T-Test | 0,000 | Significant |
| 4 | Establish the concepts | 20,48 | 59,52 | 49,00 | Moderate | T-Test | 0,000 | Significant |
| 5 | indirect observation | 15,24 | 64,29 | 58,00 | Moderate | Wilcoxon Test | 0,000 | Significant |

Table 3. show that generic science skills of pre-service chemistry teachers increase with the average N-gain percentage 52%, 53%, 61%, 49% and 58% for each indicator logical self-consistency, sense of scale, symbolic language, build concepts and indirect observation. Figure 2. show clearly.

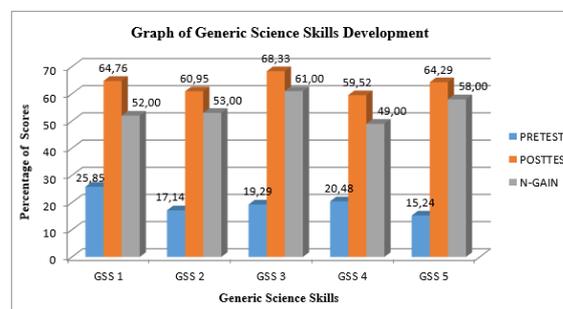


Figure 2. Graph of Generic Science Skills Development

In this study, using T test with 95% significant level to differentiate between pretest and posttest of generic science skills indicators above. The results show that there is significance different between pretest and posttest, ($P = 0.000$, it means less than 0.05). The results indicate that the implementation of inquiry-based learning could improving generic science skills of pre-service chemistry teachers with significant.

Basic chemistry lecture-based inquiry using the inquiry stage 5E (Engage, Explore, Explain, Elaborate, and Evaluate). At this stage of disengagement given key questions probing, focusing and guiding students on the topics to be discussed. At explore phase, students are given the opportunity to make observations, collect, examine and analyze the data or information, investigate the relationship, proposing opinions, questions and test hypotheses. At explain stage, concepts are invented, introduced and established as a result of exploration. Conceptual understanding is not done by providing information such as text books, but developed by involving students in the process of inquiry. This process is designed to provide questions that encourage students to think critically and analytically relates to exploration results. These questions can help and guide students to

make the connection and the appropriate conclusions, and help students construct an understanding of the concepts studied. In the elaborate stage, students applying conceptual understanding, procedural, and metacognitive to solve problems, make decisions and Research questions. At evaluate stage, students examine all the knowledge that has been acquired for doing the exercises and solving problems related to the topic being studied.

In the entire process of inquiry-based lectures, students are trained using indicators generic Science skills to do problem solving to formulate the concept so that lessons learned to be more meaningful. The results of this research indicate that inkuri is an effective method in developing the ability to think of science. In line with this, it was reported that the inquiry learning is effective in improving science process skills, ability to construct scientific knowledge and communication skills of learners (Seraphin et al, 2013; Sun et al, 2014; Chiang, 2014; Maxwell, 2015).

Achievement of N-gain almost equal to two dependent variables indicate that the close relationship between the increase in generic Science skills and conceptual understanding of chemistry. Generic Science skills that will help students learn and understand the chemical concepts more easily. In this case, inkuri can practice science process skills of students by providing opportunities for students to discover concepts independently through cooperative discussions that can help students improve conceptual understanding.

CONCLUSION

Implementation chemistry learning base inquiry have a positive impact on improving the generic science skills and conceptual understanding of pre-service chemistry teachers in the medium category of generic science skills (N-gain 52%, 53%, 61%, 49% and 58%) and (58 %; 49% and 56%) conceptual understanding of students. Increased generic science skills are related to the conceptual understanding of pre-service chemistry teachers based on the similarity of the results of the N-gain.

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A CASE STUDY ON PPLII STUDENTS AT PERFORMING TEACHER TALK ACTIVITIES IN TEACHING PRACTICE AT SCHOOL

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ABSTRACT

Teacher talk is a major activity done by teacher in teaching learning process. The impact it made could be positive to students, as long as the talk encourages them to learn. In fact, between one half and three-quarters of teaching learning portion in classroom is spent by teacher talk (Allwright and Bailey, 2004, p.139). Seeing that teacher does so much talk in the classroom, it is interesting to explore whether the talk is delivered effectively to students. This paper is collective case study (Hancock and Algozzine, 2006, p.35). The participants are selected randomly from students who take PPL II in 2016. PPL II (Praktek Pengalaman Lapangan) is a kind of students' internship for teaching practices at school which is held in certain schools. In this research, observation and document analysis are technique used in gathering data. The observation itself is conducted in teaching practice situation at respective school. The teaching learning process is recorded for later review and analysis. Document analysis is taken from lesson plan and teacher talk script, which is made by PPL II students. Data shows that participants mostly perform ineffective talk to students.

Keywords: PPL II students, teacher talk activities, teaching practice

Describing teaching is very complex. It relates to components, such as teacher's background knowledge, teaching strategy, and basic teaching skills. In teacher institution, those components should be seized by prospective teachers for only few years. Most of the components are developed theoretically rather than developed practically. It is probably a reason why students (prospective teacher) having teaching practice at school seems awkward at their first performances. This abstract below is transcribed from student which performs her first teaching practice at school. The extract is only the beginning stage of her teaching.

Extract 1

- 1 Assalamu'alaikum, good morning everybody (ST)
- 2 how is life?(ST)
- 3 I am very well thank you
- 4 let's call the roll
- 5 who is absent today?(ST)
- 6 so, everybody is here (ST)
- 7 okay, good
- 8 are you ready to start our lesson today? (ST)
- 9 before we start our lesson today, I have video for you
- 10 so, what is the video? (ST)
- 11 where is the location of floating market? (ST)
- 12 good answer
- 13 where does take place of floating market (ST)
- 14 very good
- 15 when does the floating market begin? (ST)

- 16 excellent
 - 17 what does trader and sellers use in floating market (ST)
 - 18 very good
 - 19 what is jukung in english (ST)
 - 20 do you know? (ST)
 - 21 very good
 - 22 jukung can means boat or we can call canoe
 - 23 what do they sell in floating market (ST)
 - 24 do they sell book (ST)
 - 25 do they sell goat (ST)
 - 26 so what do they sell (ST)\
 - 27 yes they sell vegetables, etc
 - 28 so have you everyone gone to floating market (ST)
 - 29 where is the place (ST)
 - 30 good, Bayu
 - 31 do you buy something (ST)
 - 32 what do you see on that place (ST)
 - 33 very good
 - 34 is that good place (ST)
 - 35 wow it is a good experience
 - 36 now from the video, what is our topic today (ST)
- (ST=student response)

From extract 1, it can be seen that the teacher greets and checks students' attendance. Then, she asks some questions and giving reinforcement to student responses. All the talks show that the teacher controls all the interaction.

The poor thing is sometimes the teacher talk performed is not planned effectively, example, question (1.10) "What is the video?" This question can be answered if students know every

object or element that they see on the video in English. To raise all the elements, the question should be preceded by open questions like this “What do you see from the video?”

Another example is question (1.23) “What do they sell in floating market?” From the extract, it can be seen that students give responses. However, two questions following (1.24 and 1.25) are not feedback from student responses. In fact, it manipulates students to say “no.” In this case, teacher does not keep track of her questions. She distracts them.

Seeing that teacher does so much talk in the classroom and the talks do not go on effectively, it is interesting to conduct a study on students who take PPL II in 2016. PPL II (Praktek Pengalaman Lapangan) is a kind of students’ internship for teaching practices at school which is held in certain schools. This study is expected to find whether the talk is delivered effectively to students.

LITERATURE REVIEW

Teacher talk activities includes teacher exposition, teacher questioning and, to a greater or lesser extent, classroom discussion (Kyriacou, 2007, p.35). It means from the beginning to the end of the lesson stages, teacher talks. It can be simply said that all academic tasks depend much on the ability of teacher to use language in classroom. This idea is deepened by Richard and Lockhart (2009, p.148) that no matter what teaching strategies or methods a teacher uses, it is necessary to give directions, explain activities, clarify the procedures students should use on an activity, and check students’ understanding.

Refers to Kyriacou, teacher talk activities can be generalized into exposition and questioning. Teacher exposition is such as informing, describing and explaining, which are typically occur throughout a lesson. Subsequently, teacher questioning is the way of teacher in giving question to students. There are four reasons why teacher ask question in teaching especially for EFL students. The reasons are 1) to raise students’ attention and interest; 2) to measure students’ background knowledge; 3) to encourage students to think actively, and 4) to support students to use language itself (Suciati, 2015).

Explaining often goes along with questioning. Sometimes when explaining, teacher also gives question. Teachers use a series of questions to trace out what teachers want to say next, rather than an uninterrupted exposition. The first major classroom studies in 1912 was determined that about 80 percent of classroom discussions consisted of asking,

answering, or reacting to questions (Cooper, p.109, 2011). Concerning to the importance of this teacher talk activities, teacher should have a kind of guideline to make sure that the language used by teacher is effective.

There are seven keys aspect of effective explanation (Kerry, 2002; Wragg and Brown, 2001a,b in Kyriacou, 2007) as following.

- 1) Clarity: it is clear and pitched at the appropriate level
- 2) Structure: the major ideas are broken down into meaningful segments and linked together in a logical order.
- 3) Length: it is fairly brief and may be interspersed with questions and other activities.
- 4) Attention: the delivery makes good use of voice and body language to sustain attention and interest.
- 5) Language: it avoids use of over-complex language and explains new terms.
- 6) Exemplars: it uses examples, particularly ones relating to students experiences and interests.
- 7) Understanding: the teacher monitors and checks students’ understanding.

Other characteristics can be viewed from Swan’s (1994) design criteria for pedagogic language rules’ in Andrews (2007, pp.5-7). The characteristics are conveyed in five consecutive questions.

- 1) Is the teacher’s explanation an accurate representation of the ‘truth’?
- 2) Does the teacher’s explanation provide the learners with what they need at that particular moment? (In other words, does the teacher appear to have diagnosed the learners’ problem correctly?)
- 3) Does the teacher’s explanation provide the learners with the right amount of information (neither too much nor too little) to serve their immediate learning needs?
- 4) Is the explanation pitched at the right level, in that it uses only concepts and terminology with which the learners are already familiar?
- 5) Is the explanation expressed in a clear, coherent and fully intelligible way?

To make it easy to evaluate, the characteristics of effective teacher talk activities can be simplified into four points.

- 1) The talk should be grammatically simple, one idea means one sentence
- 2) The talks use words which are at student background knowledge
- 3) When explaining, the talk should make good use of examples, such as real example
- 4) The order of talk when explaining must be logic or coherent.

At the part of data analysis, the four points will be used as indicator whether the teacher talk activities are effective or ineffective.

METHOD

The method used in this study is instrumental case study. The primary goal of an instrumental case study research design is to better understand a theoretical question or problem (Hancock and Algozzine, 2006, p.32). The problem the researcher wish to understand is how PPL II students in classroom apply teacher talk activities. The cases are taken from two students.

In this research, observation and document analysis are technique used in gathering data. The observation itself is conducted twice in teaching practice situation at respective school. The observation is adapted from observation sheet in Richards and Lockhart (2007, p. 159). The aspects observed are 1) TL = Teacher describes, explains, narrates, directs, 2) TQ = Teacher questions, 3) TR = Teacher responds to student response, 4) SR = Student response to teacher's questions, 5)SV = Student volunteers information, comments or questions, 6)S = Silence, 7)X=unclassifiable

The teaching learning process is recorded for later review and analysis. The records are transcribed based on Richards (2003 in Burn, 2010, p.113) which suggests four steps in a basic analysis: 1) providing a general characterization; 2) identifying grossly apparent features; 3) focusing on structural elements; and 4) developing a description.

FINDING AND DISCUSSION

Teacher talk and student talk activities from case 1 is transcribed into extract 2 and extract 3, together with lesson objective and level of students as shown below.

Level of student: 8th grade of Junior High School

Learning Objective:

The student are able to :

1. answer the questions related to Descriptive Text
2. identify general information about "Floating Market"

Extract 2

- 1 assalamualaikum, good morning everybody (ST)
- 2 how is life?(ST)
- 3 i am very well thank you
- 4 let's call the roll
- 5 who is absent today?

- 6 so is everybody is here (ST)
- 7 okay good
- 8 are you ready to start our lesson today (ST)
- 9 before we start our lesson today , i have video for you
- 10 so what is the video? (ST)
- 11 where is the location of floating market? (ST)
- 12 good answer
- 13 where does take place of floating market? (ST)
- 14 very good
- 15 when does the floating market begin? (ST)
- 16 excellent
- 17 what does trader and sellers use in floating market? (ST)
- 18 very good
- 19 what is jukung in english? (ST)
- 20 do you know?
- 21 very good
- 22 jukung can means boat or we can call canoe
- 23 what do they sell in floating market? (ST)
- 24 do they sell book? (ST)
- 25 do they sell goat?(ST)
- 26 so what do they sell? (ST)\
- 27 yes, they sell vegetables, etc
- 28 so have you ever gone to floating market (ST)
- 29 Where is the place (ST)
- 30 good Bayu
- 31 do you buy something? (ST)
- 32 what do you see on that place? (ST)
- 33 very good
- 34 is that good place? (ST)
- 35 wow it is a good experience
- 36 now from the video, what is our topic today? (ST)
- 37 (T tells learning objective)
- 38 Okay, i'll give you some papers of the text
- 39 have you got the text?(ST)
- 40 Good
- 41 now look at the pic
- 42 wahyu, please read the definition
- 43 for others, pay attention to your friends and keep silent
- 44 thank you wahyu
- 45 now look at the example of the text
- 46 i'll give you one minute to read the text
- 47 and then I'll choose some of you to read the text, but before that I read the text before you
- 48 is it clear (ST)
- 49 good
- 50 Ok, please read the text
- 51 Ok. Finished
- 52 who wants to try to read, please raise your hand (ST)
- 53 yes, please Erwin. read the first paragraph(ST)
- 54 thank you, Erwin
- 55 next who wants to try to read the second paragraph (ST)
- 56 thank you, Ristia
- 57 now let's discuss

- 58 what is the title of the text (ST)
- 59 so, what is floating market (ST)
- 60 good students
- 61 what does the first paragraph talk about (ST) So the first paragraph talks about identification of floating market
- 62 and then for second until fourth paragraph talk about (ST)
- 63 very good students
- 64 what tense is used in the story (ST)
- 65 good
- 66 this story used simple present tense
- 67 good class, give applause for us
- 68 now i'm going to distribute some papers of questions for you
- 69 All of you got the paper (ST)
- 70 Now I'll give you ten minutes to answer he questions on this paper
- 71 Please annswer yhe questions, if you finish we can discuss the answers together.
- 72 any questions(ST)
- 73 Ok please answer
- 74 Ok time is up
- 75 have you finished (ST)
- 76 let's discuss together. Now who wants to try to answer for the first question please raise your hand and write your answer on the blackboard (ST)
- 77 Ok please comee to the front
- 78 thank you Kania. Any others answers (ST) in which paragraph for the first answer (ST) very good
- 79 so the answer ii right
- 80 ok. I'll give you evaluation by another text
- 81 please answer the question based on the text
- 82 if you have finish you can collect (ST)
- 83 ok students what wehave learned today (ST)
- 84 yes that is right. today we have learned about decriptive text
- 85 do you have some questions about material today (ST)

Extract 3

- 1 ss wa'alaikumussalam,good morning ma'am
- 2 ss i'm fine thank you and you ma'am
- 3 ss nobody ma'am
- 4 ss yes ma'am
- 5 ss floating market
- 6 ss in banjarmasin
- 7 ss at the river of barito,kuin
- 8 ss subuh ma'am
- 9 ss jukung
- 10 ss boat
- 11 ss no ma'am
- 12 ss vegetables
- 13 ss yes ma'am
- 14 ss at siring
- 15 ss beautiful

- 16 ss yes ma'am
- 17 s1 me, ma'am
- 18 s2 me ma'am
- 19 s3 simple present tense
- 20 ss yes
- 21 ss no
- 22 ss not yet
- 23 s4 me ma'am
- 24 s4 in the first paragraph
- 25 ss yes
- 26 ss descriptive text ma'am
- 27 ss no

If the teacher talk and the student talk activities are classified, it will be like the table below.

Tabel 1.

| NO | TEACHER TALK ACTIVITY | EXTRACT | TOTAL |
|----|-----------------------|--|-------|
| 1 | TL | 2.4, 2.9, 2.22, 2.37, 2.38, 2.41, 2.42, 2.43, 2.45, 2.46, 2.47, 2.48, 2.51, 2.52, 2.54, 2.58, 2.62, 2.67, 2.69, 2.71, 2.72, 2.74, 2.75, 2.78, 2.81, 2.82, 2.83, 2.85, | 28 |
| 2 | TQ | 2.2, 2.5, 2.6, 2.8, 2.10, 2.13, 2.15, 2.17, 2.19, 2.20, 2.23, 2.24, 2.25, 2.26, 2.28, 2.29, 2.31, 2.32, 2.34, 2.36, 2.39, 2.49, 2.53, 2.56, 2.59, 2.60, 2.63, 2.65, 2.70, 2.73, 2.76, 2.77, 2.79, 2.84, 2.86 | 35 |
| 3 | TR | 2.3, 2.7, 2.12, 2.14, 2.16, 2.18, 2.21, 2.27, 2.30, 2.33, 2.35, 2.40, 2.44, 2.50, 2.55, 2.57, 2.61, 2.64, 2.66, 2.68, 2.80, | 21 |
| 4 | SR | 3.1, 3.3 to 3.27 | 26 |
| 5 | SV | 3.2, | 1 |
| 6 | S | | |
| 7 | X | 2.1, 2. | 1 |

Note:

- 1) TL = Teacher describes, explains, narrates, directs,
- 2) TQ = Teacher questions,
- 3) TR = Teacher responds to student response,
- 4) SR = Student response to teacher's questions,
- 5) SV = Studentvolunteers' information, comments or questions,
- 6) S = Silence
- 7) X = Unclassifiable

From the table, it can be seen that PPL II students performed 28 times TL, 35 times TQ, 21 times TR and once unclassifiable talk, while students perform talk only 27 times from the total talk in the class, teacher performs 76% of it. In general, it shows that teacher performs so much talk in the classroom.

Tabel 2.

| No | Teacher Language | Extract | Total |
|----|------------------|---|-------|
| 1 | Describe | - | 0 |
| 2 | Explain | 2.22, 2.37, 2.62, 2.67, 2.85 | 5 |
| 3 | Narrates | 2.29, 2.45 | 2 |
| 4 | Direct | 2.4, 2.38, 2.42, 2.42, 2.43, 2.46, 2.47, 2.48, 2.51, 2.52, 2.54, 2.58, 2.69, 2.71, 2.74, 2.75, 2.78, 2.81, 2.82, 2.83 | 21 |

The TL data shows that the prospective teacher direct (21 times) more than describing (once), explaining (5 times), and narrating (2 times). The order of talk when she directs students is incoherent, for example when she direct student to look at the picture (2.41) she ask the students to read a definition (2.42)

The analysis of TQ is focused on the clarity of question used by the prospective teacher. Our data of the TQ shows that the prospective teacher could not arranged question systematically and grammatically, for example, the question: where does take place of floating market (2.13) is ungrammatical and confusing but students can answer the question. Grammatically the question should be: where is the place of floating market.

The TR data shows that the prospective teacher uses monotonous responses so that the students does not get additional information about possibility to use other or various expressions for the same things.

The SR and SV data shows that students are not encouraged to give long responses.

In conclusion the atmosphere of the teaching and learning in the classroom is very awkward.

Next, teacher talk and student talk activities from case 2 is transcribed into extract 4 and extract 5,also with lesson objective and level of students as shown below.

Level of student: The 10th grade of Senior High School

Learning Objective:

The student are able to :

1. Identify kinds of text
2. Identify general information
3. Identify generic structure of procedure text
4. Identify ingredients of procedure text read.

Extract 4

- 1 good morning student (ST)
- 2 how are you (ST)
- 3 i'm very well. Thank you
- 4 let's pray according to our respective faith
- 5 cease praying
- 6 ok student, lets call the roll
- 7 who is missing today (ST)
- 8 students, look at this picture
- 9 what video is this (ST)
- 10 can you guess what intent of the video (ST)
- 11 ok. Good students
- 12 ok. Can you guess what is the topic for our lesson today
- 13 do you know student (ST)
- 14 right
- 15 do you know what is procedure text (ST)
- 16 ok. Good
- 17 procedure text is a kind of text that shows a series of order of making something, doing something, or getting somewhere
- 18 Students, do you know generic structure of procedure text (ST)
- 19 Goal, material, steps

- 20 Now i want you to make group with your friends (ST)
- 21 Have you got your group (ST)
- 22 Here, i have a question procedure text about how to make lemon tea
- 23 I'm going to distribute the text (ST)
- 24 Have you all gt it (ST)
- 25 Good students
- 26 Now please read and answer the text with your group 10 minutes
- 27 Well students, if you have any difficult words, you can ask me
- 28 Do you have any questions (ST)
- 29 Now i want you write the answer on the blackboard (ST)
- 30 Now let's correct the answer together (ST)
- 31 Question number 1, what kind of the text above (ST)
- 32 Ok. Good.
- 33 Question number 2 what is made on the text (ST)
- 34 This is right
- 35 Question number 3, what is the purpose of the text (ST)
- 36 Ok good
- 37 Next question number 4; wash the lemon,boil water to make lemon tea,is included type in generic? (ST)
- 38 Good students
- 39 Ok last question, what is ingridients to make lemon tea (ST)
- 40 Ok good
- 41 What is our topic today (ST)
- 42 Ok. Good. Our topic today is procedure text
- 43 Ok. Before we close our lesson today, let's say a prayer according to our respective faith
- 44 Ok. That's all for today

Extract 5

- 1 Ss good morning sir
- 2 Ss i'm fine, and you
- 3 Ss no one Sir
- 4 Ss lemon tea sir
- 5 Ss make lemon tea
- 6 Ss procedure text sir
- 7 Ss make something
- 8 Ss no sir
- 9 Ss yes
- 10 Ss yes
- 11 Ss yes, sir
- 12 Ss yes sir
- 13 Ss no, sir
- 14 Ss yes, sir
- 15 Ss yes
- 16 Ss Procedure text
- 17 Ss lemon tea
- 18 Ss the purpose of the text is to make lemon tea
- 19 Ss Steps

- 20 Ss 4 lemons, 5 tablespoons of sugar or honey powder, 5- 7 cup of water sir
- 21 Ss Procedure text, sir

The classification of teacher talk and student talk activities is presented at the table below.

Tabel 3

| NO | TEACHER TALK ACTIVITY | EXTRACT | TOTAL |
|----|-----------------------|--|-------|
| 1 | TL | 4.4, 4.5, 4.6, 4.8, 4.17, 4.19, 4.20, 4.22, 4.23, 4.26, 4.27, 4.29, 4.30, 4.42, 4.43, 4.44 | 16 |
| 2 | TQ | 4.7, 4.9, 4.10, 4.12, 4.13, 4.15, 4.18, 4.21, 4.24, 4.28, 4.31, 4.33, 4.35, 4.37, 4.39, 4.41 | 16 |
| 3 | TR | 4.3, 4.11, 4.14, 4.16, 4.25, 4.32, 4.34, 4.36, 4.38, 4.40 | 10 |
| 4 | SR | 5.1 to 5.21 | 21 |
| 5 | SV | - | - |
| 6 | S | - | - |
| 7 | X | 4.1 | 1 |

Note:

- 1) TL = Teacher describes, explains, narrates, directs,
- 2) TQ = Teacher questions,
- 3) TR = Teacher responds to student response,
- 4) SR = Student response to teacher's questions,
- 5) SV = Studentvolunteers' information, comments or questions,
- 6) S = Silence
- 7) X = Unclassifiable

It can be interpreted here in case 2, PPL II students performed 16 times TL, 16 times TQ, 10 times TR and once unclassifiable talk, while students perform talk only 21 times from the total talk in the class, teacher performs 68% of it. Overall it shows that teacher performs the most of the talk in the classroom.

Tabel 4

| NO | TEACHER TALK ACTIVITY | EXTRACT | TOTAL |
|----|-----------------------|--|-------|
| 1 | TL | 4.4, 4.5, 4.6, 4.8, 4.17, 4.19, 4.20, 4.22, 4.23, 4.26, 4.27, 4.29, 4.30, 4.42, 4.43, 4.44 | 16 |
| 2 | TQ | 4.7, 4.9, 4.10, 4.12, 4.13, 4.15, 4.18, 4.21, 4.24, 4.28, 4.31, 4.33, 4.35, 4.37, 4.39, 4.41 | 16 |
| 3 | TR | 4.3, 4.11, 4.14, 4.16, 4.25, 4.32, 4.34, 4.36, 4.38, 4.40 | 10 |
| 4 | SR | 5.1 to 5.21 | 21 |
| 5 | SV | - | - |
| 6 | S | - | - |
| 7 | X | 4.1 | 1 |

The TL data shows that the prospective teacher direct (11 times) more than describing (0 times), explaining (3 times), and narrating (once). The order of talk when he directs students more systematical than the previous cases even the prospective teacher show openness to his students. Forexample, when he direct student to read and answer the text in 10 minutes he gives opportunity to students to ask him if they found difficulties in understanding the text. (4.26)

Our data of the TQ shows that the prospective teacher could not arranged grammatical questions. For example, he used double questions at 4.12. The question will be more grammatical if it is asked in this way: Can you guess the topic of our lesson today.

The TR data shows that the prospective teacher uses monotonous responses so that the students does not get additional information about possibility to use other or various expressions to appreciate the students' responses.

The SR and SV data shows that students are not encouraged to give long responses so that the teaching and learning process do not develop students' skill to speak more. In other word, the teacher and learning process focus on developing passive skill.

CONCLUSION

The two cases of teacher talk analysis shows that the prospective teacher just focus to small scale of teaching and learning objective. They do not consider the great scale of the objective of teaching and learning language that should integrate four skills of language. When they focus on reading skills they forget to develop students speaking skill. Besides both cases show that teachers dominate the talk in the class. Atmosphere of teaching and learning seems inflexible.

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PROFILE OF STUDENT MATH SPECIFIC SELF ESTEEM EDUCATION ELEMENTARY SCHOOL TEACHER

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ABSTRACT

This study aimed to examine and describe of student math specific self esteem education elementary school teacher. To get the research data used instrument of self-esteem scale mathematical PGSD students. The study population was all students PGSD force in 2015 with a sample of students PGSD four classes were selected by cluster random sampling. The data were analyzed qualitatively to the data self-esteem. The instruments used were 30 statements about the self-esteem of four indicators namely: worthiness, successfulness, significance and capability. The results showed the general self-esteem of students PGSD force in 2015 are in the moderate category.

Keywords: Profile, math specific self esteem, Student PGSD

Many issues need to be resolved in the field of education, among which the decrease in the national character that is reflected by the many news-negative coverage about the behavior of our nation's children. If this situation is allowed to continue then this nation will collapse, because the character of our nation is lost. One way to foster students' character is to foster through formal education by improving the existing curriculum for character formation has not get a place in the education curriculum.

Curriculum 2013 is expected to be a solution to improve the quality of human resources to face changes in the world, due to the formation of national character is an important aspect of the quality of human resources because it helped determine the progress of a nation. The 2013 curriculum emphasizes the spiritual element or affective aspects as a core competency or key competencies that must be achieved after the learning process. Affective aspect is the aspect related to attitudes and values. With the emphasis on the affective aspects of the curriculum in 2013 is expected to solve the problem of the decline in the nation's character. Affective region is the region associated with emotional aspects such as feelings, interests, attitudes, emotions, values, adherence to moral and so on. In it include receiving / attending, responding, valuing, organization, and characterization. Affective aspect is closely related to the values and self-concept.

This affective aspects contributed to the success of a person in a job well done. One of the affective aspects need to be developed in the world of education is self-esteem. The development of self-esteem in schools is still not visible, it is supported by the facts

presented Rohayati (2011), that there are still many Indonesian students lack confidence. Students will feel nervous and tense when faced with problems.

The term self-esteem is defined as confidence or self-belief. Self-esteem is high or low scoring individuals on matters relating to him which indicate that the extent to which individuals like him as a person capable, important, worthy, worthy, useful and valuable. Self-Esteem is very important to develop a personal realization of the democratic conditions that are important to be prepared early, because self-esteem is also included as part of the components of the feelings aspects of moral.

Coopersmith (Reyna, 2000; Cristian, et al., 1999; Muijs and Reynolds, 2008) defines self-esteem as an individual judgment about the worthiness, successfulness, significance, and the capability itself expressed in the attitude of people towards itself.

Rosenberg (Al Hadad, 2010) holds that self-esteem is a person's positive or negative orientation towards itself or can be said to be a comprehensive evaluation of how someone judge him. Self esteem is a phenomenon of developments that began widely studied. Self Esteem has been investigated by Al Hadad (2010) and Wahyuni (2012). Wahyu (2012) examined self-esteem and found an increase in self-esteem of students in mathematics who obtain ARIAS better learning than students who received conventional learning. In addition there is a positive relationship between the ability of a mathematical representation with self-esteem of students in mathematics. However, there are different things that invented by Al Hadad (2010), Al Hadad found that self-esteem of students in maths after studying with the Open Ended approach, not better than before in terms of the whole student. But when viewed from the level of the school, apparently self-esteem of students in

mathematics at the high school level better after studying with the Open Ended approach.

Based on interviews with PGSD students found that 68% of students who choose PGSD hope not meet math anymore because most of the students still have a negative perception towards mathematics, they feel fear, trauma, and difficulty when solving problems in mathematics. They believed and saw himself incapable and weak when the clock time math to arrive. Whereas PGSD students who are candidates for primary teachers will teach mathematics charge in the learning process. The author chose elementary student teachers who will become elementary school teachers would need to have the ability of high self esteem. So, I want to know about the profile of the self-esteem of students mathematical level 1 which will follow the students during learning in PGSD for 4 years mathematical ability of students self-esteem will rise and be categorized as high. So that someday, prospective primary teachers can make the prospective protege has a self-esteem high mathematical, because mathematically self-esteem should be prepared early.

Based on the background of the problem the authors formulate the following research questions: What is the profile of self-esteem mathematical PGSD students?

Based on the above, the purpose of this study was to describe the profile of self-esteem mathematical PGSD students.

METHODOLOGY

This research is a qualitative descriptive study, the research results presented descriptively. This research to uncover profile student self-esteem mathematically traced through a closed questionnaire scale. This research was conducted in the Department of Studies Program KSDP PGSD FIP UM Academic Year 2015/2016. The population of this research are all first year students PGSD FIP UM student semester of the 2015/2016 academic year. Four classes randomly selected from a population, of 88 students for the research sample.

The instrument of this study is the researchers themselves as the main and auxiliary instruments are instruments in the form of non-test questionnaire scale closed. Student Self-Esteem is obtained by using the enclosed questionnaire scale, conceived and developed based on the self esteem aspects, namely: ability, success, usefulness, and goodness themselves in mathematics. Before this instrument is used will be tested in advance to determine the level of legibility.

Instrument development of self-esteem of students about math begins with preparation of the 30-point declaration is equipped with four possible answers, namely Strongly Agree, Agree, Disagree, Strongly Disagree, each answer choice proposed a score of 1 to 4. the indicators used in this study are:

Table 1. Indicators Self-Esteem Mathematical Instruments

| Aspect Measured | Indicators |
|---|---|
| Student assessment of the capabilities himself in mathematics | 1. Showed confidence in his ability in math 2. Showed confidence that he is able to solve mathematical problems |
| Student assessment about the success himself in mathematics | 1. Demonstrate awareness of his strengths and weaknesses in learning mathematics 2. Shows a sense of pride when succeed in math |
| Student assessment about significance himself in mathematics | Shows the confidence that he is helpful to friends and family in learning mathematics |
| Student assessment about worthiness himself in mathematics | 1. Show a positive attitude in learning mathematics 2. Demonstrate sincerity in solving mathematical problems 3. Demonstrate a willingness to learn mathematics for his own not influenced others |

Analysis of the data in this study conducted with the following steps: data reduction, exposure data and proceed with the conclusion. After the data poll result is obtained, then do the scoring for each answer student. The following scoring used for each answer:

- 1) For positive statements
 - Strongly Agree given a score of 4
 - Agree given a score of 3
 - Disagree given a score of 2
 - Strongly Disagree given a score of 1
- 2) For negative statements
 - Strongly Agree given a score of 1
 - Agree given a score of 2
 - Disagree given a score of 3
 - Strongly Disagree given a score of 4

Categorization on the instrument self-esteem of students will divide the sample into three categories: high, medium, and low. The steps taken in determining the student category is as following:

- a. Determining the Z score, which is the formula:

$$Z_{score} = \frac{x - \bar{x}}{S_d}$$
- b. Instrument data is transformed into data interval, with the formula:

$$T = 50 + 10 Z_{score}$$

Based on calculations, can be determined categorization self-esteem of students who can be seen in Table 2 as follows:

Table2. Categorization Self-Esteem

| Interval | Category | Interpretasi |
|----------|----------|---|
| ≤ 40 | Low | Students have the achievement levels of self esteem are less than optimal in all aspects of self-esteem |
| 41 – 59 | Medium | Students are at the level of self-esteem conditional, meaning that students have self-esteem in all aspects of self-esteem, but still sometimes, depending on the situation and the condition being faced by students |
| ≥ 60 | High | Students have reached the level of self-esteem that ideal, meaning that students have an optimal level of self esteem in all aspects of self-esteem |

Adapted from Prawira (2015:41)

In addition to the scoring method, the data obtained is calculated by a formula percentage. Data from the questionnaire are grouped based on the number of students to answer a question in order to determine the percentage and frequency of each alternative answers and for ease in reading data. Then calculated as a percentage as follows:

$$p = \frac{f}{n} \times 100\%$$

Dengan:

- P = the percentage of responses
- f = frequency response
- n = many respondents

Having calculated the percentage of the questionnaire answers, then as the final stage of interpretation performed using the percentage categories, with category based Hendro (Maulana, 2002: 23) is as follows:

Table3. Criteria Percentage Questionnaire

| Persentase Jawaban (p) | Kriteria |
|------------------------|-----------------|
| P = 0% | Nobody |
| 0% < p < 25% | Fraction |
| 25% < p < 50% | Nearly half |
| P = 50% | Half |
| 50% < p < 75% | Mainly |
| 75% < p < 100% | Almost entirely |
| P = 100% | Wholly |

RESULT AND DISCUSSION

Result

In this study, the data were analyzed in the form of self-esteem scale data given to 88 students. Based on the analysis of data obtained a minimum score of self-esteem that is 28.18 students who are in the category of self-esteem is low and score maximum score of self-esteem of students is 73.33 which is in the category of high self-esteem. As for the distribution of data for each criterion are presented in the following table:

Table 4. Description Data Mathematically Student Self-Esteem PGSD

| Num | Score | Number of Students | Percentage | Criteria |
|-------|---------|--------------------|------------|----------|
| 1 | ≤ 40 | 14 | 15,91% | Low |
| 2 | 41 – 59 | 61 | 69,32% | Medium |
| 3 | ≥ 60 | 13 | 14,77% | High |
| Total | | 88 | 100% | |

In Table 4 shows that the average student has self-esteem with the medium category. The results of data analysis based on aspects of indicators of self esteem that is:

Table 5. Description of Data Self-Esteem Mathematically Student of PGSD Based Indicators

| No | Aspek yang Diukur | \bar{x} | Kriteria |
|----|---|-----------|----------|
| 1 | Student assessment of the capabilities himself in mathematics | 42,63 | Medium |
| 2 | Student assessment about the success himself in mathematics | 58,54 | Medium |
| 3 | Student assessment about significance himself in mathematics | 50,56 | Medium |
| 4 | Student assessment about worthiness himself in mathematics | 48,87 | Medium |

In Table 5 shows that the average student has self-esteem with category on all aspects of indicators of self esteem.

The recapitulation of the answers self esteem PGSD students are presented in the following table:

Table6. Recapitulation of Results Answer Self Esteem Mathematics Student PGSD

| Aspek yang Diukur | Indikator | Nomor Pernyataan | | \bar{x} | Kriteria | | |
|--|---|---|--|-----------|----------|--------|--------|
| | | Positif | Negatif | | | | |
| Student assessment of the capabilities himself in mathematics | Showed confidence in his ability in mat | 1 | | 30,52 | Low | | |
| | | 2 | | 44,12 | Medium | | |
| | | 3 | | 50,56 | Medium | | |
| | Showed confidence that he is able to solve mathematical problems | 4 | | 38,75 | Low | | |
| | | 5 | | 49,13 | Medium | | |
| | | 6 | | 42,69 | Medium | | |
| Student assessment about the success himself in mathematics | Demonstrate awareness of his strengths and weaknesses in learning mathematics | 7 | | 45,55 | Medium | | |
| | | 8 | | 28,01 | Low | | |
| | Demonstrate awareness of his strengths and weaknesses in learning mathematics | 9 | | 69,53 | High | | |
| | | 10 | | 69,89 | High | | |
| | | 11 | | 67,74 | High | | |
| | | 12 | | 63,45 | High | | |
| | | 13 | | 65,59 | High | | |
| | | Shows the confidence that he is helpful to friends and family in learning mathematics | 14 | | 54,14 | Medium | |
| | | | 15 | | 46,98 | Medium | |
| | | Student assessment about worthiness himself in mathematics | Show a positive attitude in learning mathematics | 16 | | 56,65 | Medium |
| | | | | 17 | | 34,81 | Low |
| 18 | | | | 53,78 | Medium | | |
| 19 | | | | 52,71 | Medium | | |
| 20 | | | | 55,57 | Medium | | |
| Demonstrate sincerity in solving mathematical problems | 21 | | | 45,91 | Medium | | |
| | 22 | | | 57,72 | Medium | | |
| | 23 | | | 53,78 | Medium | | |
| | 24 | | | 51,99 | Medium | | |
| | 25 | | | 43,40 | Medium | | |
| Demonstrate a willingness to learn mathematics for his own not influenced others | 26 | | 55,57 | Medium | | | |
| | 27 | | 55,21 | Medium | | | |
| | 28 | | 54,863 | Medium | | | |
| | 29 | | 10,11 | Low | | | |
| | 30 | | 50,92 | Medium | | | |

Discussion

The research showed that a small percentage of students have low self esteem and high. While most students have self esteem in the medium category. The following will discuss the findings in this study of any aspects of your self esteem.

Profile of Student self esteem PGSD with Aspect Capabilities

In the aspect of this capability, there are two indicators of confidence in his ability at mathematics and conviction that he is able to solve mathematical problems. From the two indicators

PGSD students in middle category with scores from each indicator are 41.73 and 43.52. This shows that students PGSD own confidence in his ability at mathematics and conviction that he is able to solve mathematical problems but still sometimes, depending on the circumstances being faced by students. This is evident from the students feel confident can solve mathematical problems and believe that they have something to be proud of, although it is still dependent on certain mathematical material that they understand.

Profile of self esteem with Aspect PGSD Student Success

In the aspect of success there are two indicators that belief in her strengths and weaknesses in learning mathematics and a sense of pride when succeed in mathematics. From both of these indicators, there are seven statements to unravel on this aspect. In this aspect, the students PGSD have categories that are low on confidence in the strengths and weaknesses of himself in learning mathematics with the average score is 36.78. As well as the medium category indicator pride when succeed in mathematics. From these findings, it can be seen that the students PGSD not know and realize the strengths and weaknesses in learning mathematics. This causes the students do not know how to learn good mathematics. However, PGSD students will feel proud when they can solve mathematical problems.

Profile of self esteem PGSD students with aspects of the Expediency

Students have the category of being on this aspect with a score of 50.56. this means PGSD students have confidence that he helpful to friends and family in learning mathematics although depending on the circumstances being faced by students.

Profile of self esteem PGSD students with aspects of the Self Goodness

There are three indicators on this aspect of demonstrating a positive attitude in learning mathematics, showing seriousness in solving mathematical problems, and demonstrate a willingness to learn mathematics for his own not influenced by others. Of the three indicators, the average score of each indicator, respectively, are: 49.91; 51.73; and 25.19. Of the three indicators that need attention are the three indicators which have a lower category in terms of willingness to learn math because his own is not influenced by others. Thus PGSD students do not have awareness of himself in learning mathematics.

Based on the profile above it can be seen that the average score of student self-esteem PGSD is 50.00 with the medium category. This

means PGSD students are at the level of self-esteem conditional, meaning students have self-esteem in all aspects of self-esteem, but still sometimes, depending on the circumstances being faced by students.

Thus, we as educators need to prepare teacher candidates prospective elementary teachers to have high self esteem through various approaches and models appropriate learning, for the purpose of mathematics education to make students able to think logically, critically and creatively; able to learn independently according to their potential; as well as being able to analyze and solve problems in everyday life, can be achieved. Thus, with the learning of mathematics can improve mathematics achievement of students, while increasing self-esteem in the students themselves.

Because if the students self esteem high, especially in the field of mathematics, the students will look more optimistic, confident and always be positive in dealing with problems in mathematics, as well as to the failure they experienced. Students with high self-esteem to be able to respect themselves and see the positive things that can be done for the sake of success in the future.

CONCLUSION

Based on the findings of the self-esteem of students, it can be concluded that in general the self-esteem of students PGSD 2015 class in middle category. In this category are marked with a) sure and confident in his ability in mathematics, b) confident and able to solve the existing problems in mathematics, c) is confident of success in mathematics, d) believes that it is useful to friends and family in learning mathematics, e) have a positive attitude in learning mathematics, f) a seriousness and willingness to solve mathematical problems, and g) have the desire to learn mathematics as his own. Hope for the future, lecturers PGSD more attention to improve the self-esteem of students, so as to help the success of students in completing the task as well as a provision when they become elementary teachers will increase the self-esteem of elementary school students.

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MANAGEMENT OF QUALITY EDUCATION IN PESANTREN (The study of the Education Quality Improvement Pesantren by Strategy Management Approach)

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ABSTRACT

Pesantren as an educational institution is seen as a socio-religious organization that needs to be developed in accordance with the demands of society and the times. Therefore, schools should be "open" to the scientific development and social dynamics that surround it. Pesantren should be able to maintain its quality, in order to exist in the competition among educational institutions. To improve the quality of education, the necessary management strategy that focuses on three activities: strategy formulation, strategy implementation, and evaluation of strategies. With the implementation of management strategies on boarding educational institutions, will provide guidelines for schools to formulate, implement and evaluate strategies in a systematic, logical, and rational, through the quality of education that will create marketable and competitive schools.

Keywords: *strategy management, quality, pesantren*

Pesantren is an Islamic educational institution that grows and recognized by the surrounding community. With the hostel system, students are to receive religious education through teaching system that is fully under the sovereignty and leadership of clerics (Aly, 1999, p. 99).

Pesantren in its development process is still referred to as an institution that teaches and develops the science of religion. Historically boarding is not only synonymous with the meaning of Islam, but also implies the authenticity of Indonesia (Nata, 2001, p. 105). Pesantren as a socio-religious institution has a functional relationship with the community in the political, economic, and socio-cultural regimes. In the latter function, pesantren education and community development are through the transmission of the teachings of Islam which is accommodating to the cultural system of society. This function is a hallmark of schools since its inception essentially unchanged when the agency was experiencing growth.

As a social and religious institutions, of course, pesantren have the basic elements in existence, namely cottage, mosque / violated, students, teaching yellow book (Salaf) and clerics. It is the five basic elements for the boarding school (Dhofier, 1994, p. 144).

In his journey, boarding schools generally do not formulate educational goals in detail and translates into an educational system which is completed and consistent as it is written in the curriculum of the formal educational institutions at various levels of education. The aim of education in boarding school is not solely to enrich the mind of the student with explanations,

but to raise the morale, training and heighten the spirit, appreciates spiritual values and humanity, teaches attitudes and behavior that are honest and moral, and prepare students to live a simple and clean hearts.

From the formulation of the goals of education in boarding schools mentioned above, it seems clear that the pesantren education emphasizes the importance of the establishment of Islam in the midst of life, as main sources, namely worship, sincerity and moral which are keys to the success of community life.

Along with the times and the demands of an increasingly complex society for education in boarding schools, according to (Mukti Ali, 1987, p. 18), pesantren need to conduct reforms in the education system and teaching in it in order to realize the goals of education, namely by adopting a system modern Islamic education, as madrasah. With the establishment of madrasah in pesantren, boarding schools were maintained as a place to study Islamic religion for the students who live in boarding schools or around schools. In addition, clerics still able to practice religious practices in accordance with Islamic tradition that took effect in Indonesia are not yet independent. By establishing madrasah, schools can provide relevance to the demands of the times and society

Given the importance of pesantren in creating and shaping the character of a Muslim who has the integrity of Islam as mentioned above, today's pesantren began to compete to improve itself by holding a reformulation of the education system towards a more settled with the principles of quality improvement and the quality

of education that is tailored to the demands of the Community and the times that surrounded him.

Along with the development efforts of schools, proved fruitless significant, proven many schools that have been put out be successful in life of society, both in the arena of social, economic, legal and practical politics. It is thus a brilliant achievement that has been achieved by the Islamic boarding schools as an educational institution that seeks to develop Islamic values which collaborated with the modern scientific world.

However, in addition to the glorious achievements those have been achieved, implicit significant problem that must be addressed immediately and look for alternative solutions. The problem is the "erosion of ethical values of students" as a result of the development direction of pesantren which tend to follow the model and education system that prioritizes public education rather than religious, with a "pretext" to unite the religious sciences and general science in an educational format shaped madrasah Ibtidaiyah, Tsanawiyah, Aliyah, and colleges (Nasution, 2007, p. 442).

Nowadays, almost all pesantren in Indonesia following the model and the educational system of this kind, as well as in pesantren Nurul Jadid Paiton, Probolinggo. The students are still living in a boarding school environment, but in terms of the lesson, the students have the same subject matter with the public schools. Of course, with a portion of the science of religion are more, although not as big as when schools still teach religious sciences of Islam. Policies unite theology and general science learning in schools is expected to bring forth solutions. However, there will be also the problems in its development. One is the declining quality of students in religious sciences and ethics. As a result, students who figure in the public eye are known to master the science contained in thousands of the classic books, began to experience intellectual and moral degradation that is troubling.

Moreover, pesantren Nurul Jadid Paiton Probolinggo lately moves toward an extraordinary development, with the establishment of the college at the school. Actually there is no difference between colleges and boarding schools institutional, philosophical and cultural. Previously, it is understood that boarding schools is a phenomenon that traditional patterned and being in the countryside. While universities are located in urban and modern. This is the post-modern phenomenon, in which the developing world is a reality that is beginning to show a unity, but in it there is a plurality.

The development of pesantren Nurul Jadid Paiton Probolinggo such can not be separated from the application management strategy that supports the development process of the implementation of the boarding school. The management strategy is defined as a process that includes the management of the organization in strategic planning with attention to environmental threats and opportunities and sees the strengths and weaknesses of the organization or institution which in turn act on the plan that has been set.

Departing from the above, pesantren Nurul Jadid Paiton Probolinggo as educational institutions are growing rapidly compared to other educational institutions boarding school in Probolinggo district is very interesting to study the aspects of management. In developing educational institutions, pesantren Nurul Jadid Paiton Probolinggo always conduct field studies or environmental analysis in order to know about the weaknesses, strengths, in order to serve as a cornerstone in the development of further education.

Progress and developments in pesantren Nurul Jadid Paiton Probolinggo in efforts to improve the quality of its students, as mentioned above, can not be separated from management applications used by pesantren Nurul Jadid Paiton Probolinggo manage educational institutions, so much progress achieved, both in the field physical and non-physical.

Departing from application management strategy adopted in pesantren Nurul Jadid Paiton Probolinggo such as the above, the authors noticed that the success of the pondok pesantren Nurul Jadid Paiton Probolinggo in managing and developing the institution by applying management principles is an interesting thing to study because it has uniqueness. Something interesting is included on the success achieved by the pesantren Nurul Jadid Paiton Probolinggo in developing institutions, which implicitly implies other factors that support its success.

Research Focus

This research focused on improving the quality of education schools through strategic management approach in pesantren Nurul Jadid Paiton, Probolinggo. The sub focus of this research is; 1) How to improve the quality of education in pesantren Nurul Jadid Paiton Probolinggo approach to management strategy? 2) How is the effectiveness of management strategies used in pesantren Nurul Jadid Paiton Probolinggo in improving the quality of education?

Strategic Management Perspective

Management strategy is adalah pair of two words which consists of the word "management" and "strategies" that each has its own understanding, which once links into the terminology and has a sense of its own anyway. According to (Kusnadi, 2000, p. 17), management strategy is; an art (skills), techniques and science of formulating, implementing and evaluating and overseeing the various decision-functional organization (both business and non-business) is always influenced by the environment of internal and external are constantly changing, so provide the ability for organizations to achieve their objectives in line with the expected.

According to Kast Rozens-weig Johnson as quoted by (Fattah, 2004, p. 56) explains that; Process management strategy is the utilization of the main objectives, policies governing the procurement and utilization of resources and strategies that govern the procurement and utilization of resources for the achievement of objectives.

Management strategy is defined as; "The process or series of decisions that are fundamental and thorough, how to implement it with determination, made by top management and implemented by all levels within an organization to achieve its objectives" (Nawawi, 2000, p. 148).

Strategic management is a process to produce a wide range of strategic decisions and actions that will support the achievement of organizational goals. According to Robbins, the strategy management process can be described as follows;



Figure 1.1: Strategy Management Process version of Stephen P Robbins and Mary Colter (Solihin, 2012, p. 71)

SWOT Analysis or SWOT model is a way to analyze the competitive position of an organization. SWOT analysis using a technique or a tool called a SWOT Matrix to audit or assess an organization and its environment. In preparing the SWOT matrix, decision-makers put the focus on the main issues, which then helps them to formulate the strategy.

The Dimensions of Strategy Management

Based on the understanding of the management strategy as described above, according to (Nawawi, 2000, p. 153) management strategy has several dimensions or multi-dimensional. The dimensions are:

The time dimension and orientation of the future

Management strategy in maintaining and developing an organization existence sights far into the future, and behaves in a proactive and anticipatory of future conditions are predicted to be faced.

| | | |
|---------------------------------------|-------------------------------|--------------------------------|
| Internal elements | Organizational strengths | Organizational weaknesses |
| External elements | Strategic options | |
| Environmental opportunities and risks | S-O (Strengths-Opportunities) | W-O (Weaknesses-Opportunities) |
| Environmental threats | S-T (Strengths-Threats) | W-T (Weaknesses-Threats) |

Figure 1.2: SWOT Matrix

Dimensions of internal and external

Internal dimension is a non-profit organization at the present time, in the form of strengths, weaknesses, opportunities and constraints, which must be known precisely to formulate a long-term strategic plan. Dimensions of the external environment is basically an analysis of the environment surrounding non-profit organizations, as in the picture above, which consists of the operational environment, national environment and the global environment (international), which covers various aspects or conditions, such as social and political conditions, socio-economic, social, cultural, education, advancement and development of science and technology, customs, religion and others.

Dimension of utilization of resources

Management strategies as management activities are applied to a for-profit or non profit can escape from the ability to leverage its resources, in order to be integrated properly; implemented within management functions towards reaching the targets which are set out in each operational plan in order to achieve objectives through the implementation of the strategic mission is to realize the vision of a non-profit organization. The resources consist of material resources, especially in the form of infrastructure, financial resources in the form of allocation of funds for each program and project management resources, technological resources and information resources.

The dimensions of the top management participation

The management strategy initiated by formulating a strategic plan future control of the organization, so that its existence in accordance with his vision, both in profit or non-profit organizations. The strategic plan implemented by

organizations must be able to accommodate all aspects of the organization that affect its existence in the future is the duty and responsibility of top management. Therefore, the strategic plan as the main decision of principle is not only defined to include, but should be done proactively by top management, since all activities to realize it was his responsibility as supreme leader, although it looks delegated to the organization or unit relevant work

Multi-field Dimensions

Management strategy as a system should be based on putting the organization as a system. Thus, it means that an organization will be able to develop a strategic plan and operational plan if it does not have the attachment or dependency as subordinate to other organizations as a supervisor. In the condition as a subordinate organization means not having full authority to select and define the vision, mission, goals and strategies. This multi dimensional fields relate to the authority and responsibilities, and scope of the non-profit organization work, which has different mission range (volume and the workload), although this type of main task is relatively the same.

Dynamics of Educational Boarding Schools

Pesantren in its development process is still referred to as a religious institution that teaches and develops knowledge of Islam. With all its dynamics, pesantren is seen as an Islamic educational institution which is the center of the changes in society through Islamic da'wah activities, as reflected in the various schools to change and influence the development of the individual, to the influence on politics among the guardians and government

The presence of the boarding school provides 'fresh air' for the Muslim community in Indonesia. However, on the other hand there are many problems and issues in the world of boarding schools that require brilliant solution, in order to be able to survive in this archipelago. Among the issues are: 1) The problem of boarding school identity in relation to the independence of the other institutions in society. 2) Problem of education type that is selected and managed. 3) Problem of maintaining internal resources available and their use for the development of the pesantren itself. 4) Problems anticipation to the future in relation to the basic roles that will be implemented.

While (Ali, 1987, p. 9) argues that the lack of pesantren education system that only emphasizes the absence of a specific aspect of balance, and the problem of teaching methods he argued: 1) The lack of methodically and didactic teaching; this leads students at the boarding

school takes a long time. 2) What worked in the boarding school is just educating the brain with a wide range of knowledge and the cultivation of noble morality with religious education.

After looking at the condition of today's schools as described above, then in this case, the development of schools in the future will be largely determined by its ability to anticipate and overcome the difficulties, challenges and dilemmas that had enveloped him.

Therefore, in order not to get hung up on the status quo and even backward, then the only possibility that can not be negotiable is the awareness to anticipate the future by developing schools toward more advanced and civilized way. Thus, schools will increasingly exist in anticipation of social change and even roles in directing the changes that occur along with the era of modernization, better known by the term "development", the process of multi-dimensional complex.

Furthermore, if we look deeper, the emergence of modernization is not without impact. To that end, schools that receive modernization should be really selective in accepting and adopting patterns from the outside. However, schools do not have to shut down, it must be open to follow the demands of the times. Pesantren educational materials, developed methods and applied management should always refer to social relevance and trends change, so boarding is really a hope and support the community.

Quality in Institutions of Pesantren

For each institution, the quality is the main agenda and improving quality is the most important task. Nevertheless, there are some who consider quality as a concept enigmatic (Sallis, 2011, p. 29). According to (Feigenbaum, 1986, p. 7), the quality is full customer satisfaction. Quality is conformance to requirements (Crosby, 1979, p. 58). A quality product in accordance with our quality standards have been determined. Quality standards including raw materials, production processes, and production finishing. To pursue the quality, the error in the implementation of the process of education in boarding schools should be eliminated to achieve a competitive advantage graduates and their comparative advantage to other appropriate community dynamics and demands of the times.

In defining quality in non-profit organizations such as educational institutions, especially schools, the educational institution will be said grade when the schools have quality assurance, contract conformance and customer driven (Morgan, 1994, p. 45).

The quality or the quality of schools for educational institutions have an important role, mainly as the ultimate goal (the final goal) in creating an effective educational institutions and qualified. Awareness of the importance of quality education that can give hope and better possibilities in the future, has been encouraging the efforts and attention of the whole society against every move and the development of education.

Although there is no definition of a quality that is universally accepted, but the quality of education in pesantren at least have the following elements; a) quality includes an attempt to meet or exceed customer expectations; b) quality includes products, services, people, processes and the environment; c) quality is an ever-changing conditions (eg what is considered to be the current quality may be considered of lesser quality in the future) (Diana, 2003, p. 3)

In the context of the quality of education schools, quality refers to input, process, output and impact. Quality of the inputs can be seen from several aspects; First, the circumstances of whether or not the input of human resources, such as leadership, asatidz council, board schools, and students. Second, meet the criteria or do not put in the form of software such as regulation and organizational structure. Third, put the quality in nature expectations and needs, such as vision, mission and goals.

Quality process, learning implies the ability of existing resources in schools in transforming the multi types in the put and the conditions to achieve added value for students, such as the value of health, safety, discipline, familiarity and satisfaction. Furthermore, the outputs of education is said to be able to give birth when the quality of academic excellence and extra curricular activities for the students to an education. Usually expressed as a value academic excellence achieved by the students, and extra-curricular excellence expressed by various types and forms of skills do students.

Pesantren Education Quality Improvement with Strategy Management Approach

Having known about the importance of improving the quality of education boarding school, it can be seen that in order to improve the quality of education in boarding schools required an appropriate management strategy, in order that all the educational processes that occur in it runs effectively and efficiently. Therefore, there are several process management strategies to achieve the goal of increasing the quality of education at boarding school. Such processes include:

Environmental Analysis

According to (Glueck, 1988, p. 46) that the environmental analysis is a process used to monitor the strategy planners in determining the environmental sector opportunities or threats to an organization (company). The environmental analysis can also be done in Islamic educational institutions to determine changes to the strategy that will be done in improving the quality of Islamic education by considering the aspects of strengths, weaknesses, opportunities and challenges of Islamic educational organizations. Besides, the environmental analysis is used as a way to identify the strategies that are running that used by Islamic educational institutions in improving their quality to connect with the environment and analyze the assumptions about the relationship of educational institutions with the environment, with a record which still apply and which have been changed.

Formulation Strategy

Formulation Strategy is a process that began with the objectives development, defining strategies and policies to achieve development goals and in detail to ensure that the strategy executed to achieve that goal. According to (Miner, 1988, p. 88), the formulation of the strategy is a process of deciding in advance about what to do, when to do, how to do, and who will do. He is also an ongoing process. Strategy formulation is the determination of the activities related to the achievement of the goal, where at this stage, the emphasis is more focused on major activities, namely; preparing alternative strategies, selection strategies and define strategies to be used.

Implementation Strategy

Implement the strategy means mobilizing members and managers to put in place strategies that are formulated into concrete action. Implementation of the strategy requires high and discipline performance. Implementation of a successful strategy is highly dependent on the expertise and abilities and skills of the manager.

Evaluation and Monitoring Strategy

Evaluation and monitoring of the strategy are the final steps in the strategy process. All strategies are subject to modification in the future, for a variety of internal and external factors will always changes. Basically evaluation of the strategy involves three things: 1) review the internal and external factors which form the basis for an on going strategy, 2) measure the performance that has been done and 3) take various corrective actions.

Evaluation of strategy is necessary, because the success of organizations today are not a guarantee of success of the organization in the future. The success that has been achieved and will create new problems and different problems.

It should be noted that any failure let alone success has always created new problems and no person or organization in the world who may shy away from the issue.

METHOD

This study uses qualitative research with case study approach. To collect data, the researcher used purposive sampling technique with snowball sampling technique. The techniques of data collection are done through; Indepth interview, observation, documentation, focuses group discussion. While data analysis is done by following the concept of (Huberman, 1992, p. 109), namely; data reduction, data display, and conclusion.

FINDING AND DISCUSSION

The research findings that the Education Quality Improvement in Nurul Jadid Paiton Probolinggo conducted through internal and external analyzes conducted prior to the implementation of the education development strategy formulation. Analysis of the internal environment includes all elements of education in pesantren Nurul Jadid, which includes resources, organizational structure, culture, management perspective, the type of leadership and so forth. While the external environment analysis includes the social, political and economic that could affect the development of education in pesantren Nurul Jadid Paiton, Probolinggo.

Implementing internal and external analysis conducted at the pesantren Nurul Jadid Paiton, Probolinggo in the process of improving the quality of education is to use the analysis "SWOT" (Strength, Weakness, Opportunity, Threat) in operating processes, because the analysis is one of analysis potent if used precise and meticulous in educational institutions boarding school.

Furthermore, the determination of the vision and mission boarding schools are geared for direction to be addressed in order to realize his hopes. It is aimed at avoiding random walk organizational performance and less clear, and easy to change and tossed about by environmental circumstances, both external and internal environment. From the establishment of the vision and mission, the education and awareness activities implemented integrally students between implementation at schools with the implementation of education in formal educational institutions.

Overall, improving the quality of education in pesantren Nurul Jadid Paiton Probolinggo approach is done through strategic management; (1) synchronization of curriculum between the existing curriculum in formal education institutions with curriculum in non-formal schools

so that does not happen over lapping or repetition of activities or programs in the implementation of the curriculum, (2) the implementation of management quality based undertaken with regard to customer satisfaction and continuous improvement in pesantren Nurul Jadid, (3) standardization (qualifying) academic staff through training, education, upgrading, delegation, (4) participative decision making in any policy decisions about the direction of educational development, involving several elements of pesantren , (5) empowerment of stakeholders conducted by growing mutual dependence between the pesantren Nurul Jadid with the community in various ways, (6) the performance evaluation of educational programs implemented continue to be used as a reference in planning the next program, (7) implementation of the promotion is carried out through the print and electronic media and the promotion of alumni in the community directly and indirectly and TURBA (move down) performed by caregivers pesantren Nurul Jadid Paiton Probolinggo any time.

Quality management education in pesantren Nurul Jadid Paiton Probolinggo approach to strategy management in the implementation approach humanistic, which provides the opportunity for individuals to develop the means of potential as optimally as possible, and approach to the reconstruction of social relegius in any program planning is always based on the community needs for education, and the implementation of Islamic implemented.

Quality management education with the strategy management approach has implications for; (1) increasing the achievement of students in academic and non-academic, which is indicated by the number of students accepted at several universities, both nationally and internationally, the graduation rate each year which reached 100%, the number of achievements in any event the race is won by students, and out putnya quality, (2) the behavior of community schools that Islamic foreseeable process management implementation that goes in it, the behavior of individuals who reflect the Islamic values, (3) the trust of stakeholders increases with an indication of intensifying relations between stakeholders with the pesantren Nurul Jadid, the amount of public support in any program offered by the lodge pesnatren Nurul Jadid and the number of people who enter her son to boarding school Nurul Jadid, (4) the number of students continues to increase as a result of public confidence in the management a good education at a boarding school Nurul Jadid Paiton, Probolinggo.

CONCLUSION

Management strategies implemented in pesantren Nurul Jadid capable of religious and scientific quality of the students as well as the behavior of students that reflect Islamic values, either in boarding schools or outside schools. That success is an achievement pesantren Nurul Jadid in improving the quality of education in terms of several aspects, both affective, cognitive and psikomotomnya aspects.

Quality management education in pesantren Nurul Jadid Paiton Probolinggo does with the approach humanistic, which provides the opportunity for individuals to develop the means of potential as optimally as possible, and approach to the reconstruction of social religius in any program planning is always based on the community needs for education, and the implementation of Islamic implemented. Obviously, management strategies applied in schools is not an easy thing to do, because it takes a strong commitment for the whole community to create quality schools as organizational culture in the institution.

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IMPLEMENTATION OF ISO 9001:2008 QUALITY MANAGEMENT SYSTEM AT KHADIJAH SENIOR HIGH SCHOOL OF SURABAYA AND MUHAMMADIYAH 2 SENIOR HIGH SCHOOL OF SURABAYA

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ABSTRACT

The purpose of this study is to analyze the implementation of quality management system ISO 9001:2008 at Khadijah Senior High School of Surabaya and Muhammadiyah 2 Senior High School of Surabaya. The focus of this research is on implementation of several principles of ISO they are (1) Customer focus (2) Leadership (3) Involvement of people (4) Process Approach (5) Continual improvement. The research was carried out at Khadijah Senior High School of Surabaya and Muhammadiyah 2 Senior High School of Surabaya. The research method for the study was descriptive analytical method with qualitative approach. The results of the study showed that for the customers focus, the application met the internal and external customer satisfaction, the application of leadership's principle with the effective leadership style, for involvement of people, all stakeholders such as teachers, staff, school committee, and parents were involved to improve the quality of school, for the process approach, plan-check-do-act (PDCA) cycle was implemented, and for the continual improvement, the school had a quality assurance unit. The study recommends the schools should improve the implementation of several ISO principles, and it should maintain the progress of the implementation of the ISO principles.

Keywords: Quality Management System, ISO 9001:2008

The implementation of ISO 9001:2008 quality management system in surrounding institution of education has purpose to improve customer's satisfaction through education service, developing awareness about the importance of conducting prima service to customer, educative of ownself (manager of education's institution) to be obedient to something that agreed on, preparing quality document. (Mulyono, 2008:307).

An education institute may express that its quality management system which has fulfilled the international standard, not its product which has the international standard because no criterion examination of product in ISO 9001:2008. However, it is expected, that not always the product which is produced from the international quality management system will have quality goodness (standard).

ISO ((International Organization for Standardization)) is the world standard corporation in Swiss and founded since 1947. ISO 9001 represents standard of international arranging about quality management system, the 2008 shows year of revise, so ISO 9001:2008 is quality management system of

ISO 9001 revise's result of 2008 year, (Syukur, 2010:47).

ISO 9001:2008 is based on eight quality management principles, there are: (1) Customer focus (2) Leadership (3) Involvement of people (4) Process Approach (5) system approach to management (6) Continual improvement (7) Fact based decision making, (8) mutually beneficial supplier relationship, (Gaspersz, 2003:75). All of that principles related each other between one principle to another.

The main focus of an organization is a customer focused. Organization is based on its customer. An organization shall try to understand requirement of customer in this time and the future. The Improvement of organization is based on the customer who is serviced, (Mulyono, 2008:309).

According to Kotler, satisfaction of customer is feeling level of someone after comparing performance or the result which he feels to be compared to its expectation, (Nasution, 2004:104). Interaction between teacher and student represents very important element to form attention at the customer. An amazing of change paradigm is focus of achieving and satisfying of customer expectation, (Syafaruddin, 2002:36).

Leadership is a decision and more representing result of character process change or internal transformation from someone's inside. Leadership from the inside out, (Prijosaksono, 2002). According to Hersey (1982:83) " Leadership is the process of influencing the activities of an individual or a group in efforts toward goal achievement in given situation". It means that leadership is an influence process of someone's activity or individual or a group of people to reach the target in certain situation.

According to Yukl (1994:5) the leadership represents influence and interpret processes to concern of events to all followers, target and choices to group or organization. According to Rivai (2003:2) the definition of leadership is to cover influence process in determining the target of organization, motivate the follower behavior to reach the target, influencing to repair the group and its culture.

According to Sergiovanni (1987:78) the existence of headmaster has two main functions to its managed school that are: headmaster as administrator as for in this function of headmaster: (1) conducting administration in school. (2) functioning headmaster as educator in this function, headmaster undertakes to conduct the functions of educative in process of education in school.

The competence of headmaster based on Permendiknas no 13 of 2007 are (1) personality competence, (2) managerial competence, (3) Entrepreneur competence, (4) supervision competence, (5) social competence.

Involvement of people at all level represent the core of an organization and the full involvement of them is its ability which is used for organization benefit. All of employees have to be involved in each process to reach the quality. So that every individual will involve and have responsibility to look for continuous toward the process will only succeed if all stakeholder from top to bottom as well as interfunction cross, involve of change, (Umiarso & Gojali, 2010:153).

In education institute involvement of people at all of level, starts from school, administrative personnel, teacher, builder of activity of school, headmaster. Involvement of people in the school environment fully enable ability of them can be used for exploiting of organization as a whole.

Involvement of people at school can be conducted by making team in running duty.

Process approach is an approach for the planning, controlling, and improvement of the main processes in school which emphasizes to desire of customer from functional desire. The Orientation at this process needs to be enough significant, because managements that are more product oriented than the process, (Umiarso&Gojali, 2010:154).

Activity process to make education institute generate customer satisfaction is conducted by each organizational inside. The process relate at control cycle by turning around cycle " plan-do-check-action" (P-D-C-A). The approach of this cycle is made by model to analyse service quality and process. Pattern of P-D-C-A is known as " cycle of Shewhart", because it is told by Walter Shewhart some last year at the first time. But in its growth of methodologies analyse cycle of P-D-C-A a more regular recognized with " cycle of Deming" because Deming is one who popularizes its use and extend its applying.

Continual improvement means something that has never been conducted. An action of quality, its process has to be continuous improvement by is altered, to be added, to be developed and purified. The schools at nows days do not only enough offer study program with certain curriculum, but making parents and student become to satisfied. The situation and school condition which is comfortable will give positive contribution to the product and process quality.

The problem of this research is how the implementation of ISO principles at school in order to improve the outcome quality of school. To answer the statement above, it is very important to need deep description about the implementation of ISO principles.

Considering the above discussion, it is important for school which has ISO 9001: 2008 certificate to conduct the principles of ISO. This research was conducted in Khadijah Senior High School of Surabaya and Muhammadiyah 2 Senior High School of Surabaya, East Java, Indonesia. The focus of the research is on the implementation of several principles of ISO they are (1) Customer focus (2) Leadership (3) Involvement of people (4) Process Approach (5) Continual improvement.

METHOD

The type of research is a descriptive – qualitative research, that is research on data collected and expressed in the form of word and image. Words are arranged sentences, such as those the result of interviews between researchers and informants.

This research was conducted in two areas: 1. Khadijah Senior High School of Surabaya East Java, Indonesia, 2. Muhammadiyah 2 Senior High School of Surabaya, East Java, Indonesia.

The techniques of data collection used are triangulation data, which was data collection techniques combining various techniques of data collection from existing research subject, which includes : indepth interviews, partisipant observation, and documentation.

The techniques of data analysis in this research was conducted by data collection, data display, data reduction and conclusions: drawing verifying.

The checking validity of data in this research was conducted by using the criteria of credibility. To establish the validity of data, the researchers used inspection technique as follow: Prolonged Engagement, Persistent observation, and Triangulation.

1. Prolonged Engagement, this allows an increase in the degree of confidence in the data collected. Participation is not only done in a short time, but it requires an extension of the participation of researchers on the study background.
2. Persistent observation, it means that the researchers find the characteristics and elements in the situation which is very relevant to the issue that is being searched and then concentrate on such matters in detail.
3. Triangulation, is a technique that utilizes data checking with something else out that data for the purpose of comparison to the data. The technique used is a significant source of triangulation to compare and check back a degree of confidence that the information gained through time and different tools to the path:
 - a. Comparing the observed data with the interview data.
 - b. Comparing what people say in public with what he says personally.
 - c. Comparing state and perspective of someone with different opinions and views of the Principal, Teachers, Students.

- d. Comparing what people are saying about the research situation with what he said all time.

RESULTS

Based on data analysis above, the results of the following study are : First, the implementations of Customer focus are : (1) focus to internal customer by giving reward to teacher who can be the student get achievement, giving facilities to teacher and staff like giving discount school fee to teacher and staff child, giving pension funding to teacher and staff (2) focus to external customer by giving good service to student and parent, monitoring customer satisfaction every six month by giving questionnaire to student and parent, giving respond to customer's complain, every unit of school is provided complain book to give customer respond, all information was provided in school's website to give easy information to all customer, school had good and complete school facilities.

Second, the implementation of Leadership are : (1) The principle Conducted the effective leadership model, (2) The principle managed and leaded the school well, (3) The principle has good commitment to improve school quality, (4) The principle has an extrovert attitude, (5) The principle conducts supervision to improve the teaching quality of teacher, (6) The principle has good responsible, (7) The principle has good discipline, (8) The principle fullfils all teacher's need to improve the quality of teaching.

Third, the implementations of Involvement of people are : (1) The school involved student, parent to participant at school activity (2) The school involved committee in certain decision making, (3) The school involved society in certain school activity.

Forth, the implementations of Process Approach are : (1) The school was conducts process approach by using plan-do- check-act cycle, (2) The school conducts process approach based on quality target of each unit, (3) The school has CCTV in all of class to monitor the process of learning. (4) To improve the process approach to teacher every six month, each teacher gets the report that the score from principle and student about teacher's achievement index.

Fifth, the implementations of Continual improvement are : (1) The school had quality

assurance unit to monitor all of unit, (2) The school conducts internal audit and external audit qualities to assurance the school quality, (3) The school gives scholarship to improve the quality of teacher, (4) The school gives the facilities to teacher to improve quality of learning by training, study compare to international and national school, (3) The school conducts international and national school corporation to improve the quality of school's education.

DISCUSSION

The finding about customer focus was conducted by (1) Giving good service, friendly to internal and external customers, (2) Respond to internal and external customer complaints, (3) Effective communication to customer about the school's service, (4) Responsible to student's comfortable, security, service, (5) Equipment of facilities and basic facilities of school.

The finding about leadership was conducted by (1) Having good communicator and extrovert (2) Having good character, developing culture, become model provided for the best attitude for teachers and student (3) Having good performance, loyalty and high discipline, responsible (4) Conducting monitor, evaluating and reporting to the program of school.

The finding about Involvement of people was conducted by (1) Involving students, teachers, staff, parents to manage academic activities and non academic activities (2) The school involves the member of society to manage non academic activities.

The finding about process approach was conducted by (1) The main process covering the process of input until the process of output and outcome by using plan-do- check-act cycle, (2) The internal process covering the learning process, the process is conducted by teacher to improve the quality of learning.

The finding about of Continual improvement was conducted by (1) Conducting the activities based on target quality (2) Repairing, adding, and developing the target of school quality continuously, (3) Having a quality assurance unit to control education school quality.

CONCLUSION

Based on the analysis and discussion above, we can conclude that some of the findings as follows: The customers focus, the application met the internal and external customer satisfaction, the application of

leadership's principle with the effective leadership style, for involvement of people, all stakeholders such as teachers, staff, school committee, and parents were involved to improve the quality of school, for the process approach, plan-check-do- act (PDCA) cycle was implemented, and for the continual improvement, the school had a quality assurance unit.

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HOW DOES THE LEARNING INNOVATION WITH THE PRODUCTION-BASED LEARNING MODEL IN HIGHER EDUCATION?

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ABSTRACT

Saturation and boredom in Higher Education learning process affect lack of students' learning outcomes and graduates competences. Therefore, this study was carried out to explore and describe the production-based learning model as an alternative of innovation learning in Higher Education. The implementation of this learning model was using One-Group Pretest-Posttest Design experimental design, on cognitive aspects. Cognitive aspects of learning outcomes that were used to measure learning outcome gained from providing the questions to students before and after learning by using production-based learning model in the form of multiple-choice tests. The test had been already validated and reliable. Meanwhile, affective and psychomotor aspects were using observation sheets. Besides that, the innovation process of learning and teaching with production-based learning model had observed, especially on the activities of students using student's activity observation sheets. The result of implementation of production-based learning model showed development in thinking skills, high analytical and also trained students to develop their creativity. There are improvements in cognitive outcomes before and after the achievement test. Production-Based Learning Model provided an opportunity for students to develop their critical thinking abilities and skills as well as teamwork. In this learning process, students actively got involve to produce and design it into business plan. This production-based learning model can facilitate students' interaction among them during the process of learning and teaching in groups. Therefore, it is the right time for production-based learning model becoming an alternative application of innovative learning in the learning process in Higher Education.

Keywords: *Production-Based Learning, Higher Education and Learning.*

Vocational education is secondary education that prepares students primarily to work in a specific field (Law No. 20 of 2003 section 15). Vocational education has a mission to prepare students to be able to cope with the changes in their community. Jama (2010: 1) states "Vocational education should be responsive to the changes in society. In this era of the rapid change of technology, vocational education must play many important roles in order to grab roles in the world of work. "In addition, vocational education is required to produce a competent workforce in order to increase productivity and efficiency and readiness towards international competitive labor market in the era of globalization. Vocational education in Higher Education prepares students to be professionals workers, but not just as a job seeker. There is a shift in the paradigm of how to create jobs vacation and have a qualified scientific competence. In fact, graduate from college graduation of diploma and competencies rely solely on their respective fields to look for work, but also did not get a decent job. If this condition is left unchecked then the college will contribute to be educated unemployment, according to (Setiawan: 2015), based on data of statistics in August 2014, in Indonesia there are 9.5 percent (688 660

people) of the total unemployed who are college graduates. From its number, the highest number of unemployed, 495 143 people, is a university graduates. The educated unemployment (either certified diploma or stratum 1) increased compared to the year 2013, with the percentage of unemployed college graduates of 8.36 percent (619 288 people) and in 2012 amounted to 8.79 percent (645 866 people). These data expose the weakness of college graduates in the competitive labor market, this is due to the learning process that occurs during this time is still oriented to the target value.

This Educated unemployment happens of course due to various factors such as lack of jobs, the growth of higher education and study programs so rapidly, and the lack of competence of the graduates or the incompatibility of competencies to the needs of users of labor, and the ability to survive in society with entrepreneurial competence possessed still lacking , Development of vocational education which is equipped with a highly entrepreneurial competence spearhead in addressing unemployment of well-educated graduates of non-vocational and vocational graduates. The process of vocational education in higher education is not just a scorer labor and market-oriented but is expected graduates of vocational education of Higher Education who are

able to develop the competencies of individuals on the field-based entrepreneurship, which is expected to graduates of vocational colleges graduates can produce many youth Technopreneurship.

Boredom and saturation of learning is very influenced in vocational learning in Higher Education, which affect the poor learning outcomes and lack of competence of students after graduating from the Higher Education. This condition is evident from the low absorption in some vocational graduates in higher education, thus further increasing the number of educated unemployed each year. So it is very necessary that facilitates student learning model for learning more active, fun and not get bored. Production based learning model is a new development learning model that is expected to be an alternative solution to the implementation of the learning process. In essence the model of production based learning gives learners the opportunity to develop and leads the students through the steps are structured in the learning process.

Production-based learning model can facilitate students in preparing to enter the world of work and competence as a whole as well as the entrepreneurial spirit (Ganefri & Hidayat, H: 2014.2015). Production-based learning model allows alignment of curriculum needed the business, industry and the public with the availability of the quality of students who are competent, qualified students can be seen from the increase in study results (Ganefri, Hidayat H & Kusumaningrum I: 2015). Besides, also, the implementation of learning model that gives emerging production units of Higher Education, because through learning model-based production with nine stages students are invited to produce innovative products based on the needs of business, industry and society are standardized, the end of the activity the student must make a business plan from products made (Kusumaningrum I, Ganefri & Hidayat, H: 2015), all of these activities realized or not are an impact on the increasing of interest in student entrepreneurship.

The development of Production-based learning model on vocational education is in line with the opinion (Okolocha and Comfort. 2012) "Vocational technical education can be defined as an educational training which encompasses knowledge, skills, competencies, structural activities, abilities, capabilities and all other structural experiences acquired through formal, on-the-job or off-the job the which is capable of enhancing recipients opportunity for securing jobs in various sectors

of the economy or even enabling the person to be self-dependent by being a job creator".

From this quotes, vocational education can be defined as the educational training that includes knowledge, skills, competencies, activities of structural, ability and all the experience of other structural gained through formal education, at work or not, which may increase the chance acceptance of jobs in various sectors of the economy or even allowing people to become self-reliant by being a job creator. The series of these activities should be designed in a learning stage to support the creation of experience and skills even able to open their own jobs. Of course, the Production-based learning model is in line with the concept of vocational education. Furthermore, this opinion was confirmed by (Ganefri. 2013) about the learning model based on the production of "production-based learning models is defined as the procedures or steps that need to be performed by the educator to Facilitate learners to Actively learn, Participate and interact, with a competency-orientation to produce a product either goods or services required". From this quote mentioned production based learning model is defined as a procedure or steps that need to be done by educators to facilitate the learners to actively learn, participate and interact, with competence and orientation to produce both goods and services required.

So it is necessary to see how the implementation of production-based learning model that has the impact on learning outcomes and student learning activities, to explore and describe the production-based learning model as an alternative innovation and learning in Higher Education.

AN OVERVIEW OF PRODUCTION-BASED LEARNING MODEL

The model is a conceptual framework that is arranged in a logical and systematic sequence as a guide in conducting an activity, while the methods and approaches are different ways or learning implementation strategy, with the aim of involving the active participation of learners fully in the learning process. The following will discuss the model of learning and development procedures as well as some methods and learning approaches suitable applied in a variety of learning models

Production-based learning model is a procedure or steps that need to be done by educators to facilitate students to learn actively, participatory and interactively, with competence-oriented produce a product either goods or services needed by society (Ganefri & Hidayat H: 2014, 2015).

Production-based learning model is a process of expertise or skills educational that are designed and implemented based on standard working procedures and actual (real job) to produce goods or services that suit the demands of markets or customers. Production-based learning model emphasizes learning, where students can undertake the production of goods or services that meet the standards of the World Business / Industrial World and society. Ganefri (2013) states: "the production-based learning models is defined as the procedures or steps that need to be performed by the educator to Facilitate learners to be actively learn, Participate and interact, with a competency-orientation to produce a product either goods or services required ". Production-based learning model is defined as the production of procedures or steps that need to be done by educators to facilitate learners to actively learn, participate and interact, with competence, oriented to produce a product either goods or services required.

Production-based learning model is the learning model that gives learners the opportunity to develop their skills and ability to think and work together. In the learning process with this production-based learning model, learners are required can be as active as raises important questions relating to the products to be made.

Production-based learning model consists of syntaxes or steps in the learning process, which according to Ganefri, & Henderson (2014, 2015) in this Production-based learning model syntax or sequence of steps of learning consists of 9 steps: 1) Analysis of curriculum and characteristics of learners; 2) Identification and analysis of products; 3) Make the important question of the product; 4) Mapping the question; 5) Analysis of the needs of the equipment and materials of the products to be made; 6) Making the schedule of manufacture of the product; 7) The process of making the product; 8) The evaluation on a regular basis; and 9) Making the Business Plan.

RESEARCH METHODOLOGY

Research methodology used to identify the results of learning through experimentation. Pilot experiment, using design One-Group Pretest-Posttest Design, before being treated with the learning models, the pretest was carried out, so that the treatment can be determined more accurately, it can compare the situation before and after the treatment (Sugiyono, 2014). The framework of the design can be described as follows:



O1 = the pretest value (before being given treatment of Production-based learning model)

O2 = the posttest value (after being given treatment of Production-based learning model)

Activeness of students in the learning process by applying production-based learning model was also identified by conducting the observation by the observer

Instrument of Data Collection

The learning result obtained by administering tests to students of one class that has treated the application of production-based learning model that has been valid and practical. This test is in accordance with the material given during the lasts treatment. Getting good results, the following steps were carried out: make a grating tests, preparing the test, trial tests and analysis of test item. Test questions are in the form of multiple choice objective tests. Data retrieval is done by giving the pretest and posttest to students by using questions that are made for this purpose and check the test results have been given.

Before the tests given, firstly, it was conducted trials to determine the validity, reliability, level of difficulty and different power items. The following discussion regarding the validity, reliability, level of difficulty and different power are as follows:

Validity

A problem is said to be valid if the matter can measure what is to be measured. Testing instrument validity test was carried out by comparing the instrument with the material that has been taught. Technically done by making the grating instrument as a guide to prepare and select items - test items. As for knowing whether unused items analyzed by looking for the level of difficulty and reliability, as well as the power difference.

Level of Difficulty of Questions (P)

According Arikunto (2009), " index of difficulty is a number that shows the difficulty and easy a questions ". To determine the level of difficulty of questions used the equation follows:

$$P=B/J_s$$

Remarks:

P = level of difficulty

B = Number of students who answered questions correctly

J_s = The total number of students who take the test

Level of difficulty of questions can be classified as table 1 below:

Table 1. index of level of difficulty of questions

| Index difficulty | classification |
|------------------|----------------|
| 0,00 ≤ P ≤ 0,30 | Difficult |
| 0,30 ≤ P ≤ 0,70 | Medium |
| P > 0,70 | Easy |

resource: (Arikunto, 2009)

Different Power

Different power is an indicator to differentiate between students who are good (highly skilled) and the students who are less intelligent (less capable).

The formula for calculating the power difference was:

$$D = \frac{B_A/J_A - B_B/J_B}{P_A - P_B}$$

Remarks:

D = differentiated power of questions

JA = Number of participants of top group

JB = Number of participants of bottom group

BA = the number of participants on the top group answered correctly

BB = the number of participants on the bottom group answered correctly

PA = the proportion of the Top group on the correct answer

PB = the proportion of bottom group who answered correctly

Table 2. Classification differentiator Power of questions index differentiated power

| Classification | Classification |
|-----------------|----------------|
| 0,00 ≤ D < 0,20 | Poor |
| 0,20 ≤ D < 0,40 | Enough |
| 0,40 ≤ D < 0,70 | Good |
| 0,70 ≤ D < 1,00 | Very Good |
| Negative | Not Good |

resource: (Arikunto, 2009)

Reliability

Reliability contents tests show whether a test is good enough to be used as a means of collecting reliable data. To determine the reliability of the test in the study used the formula (Sugiyono, 2014), namely:

$$r_{11} = \left[\frac{n}{n-1} \right] \left[\frac{S_t^2 - \sum p_i^2 q_i}{S_t^2} \right]$$

Remarks:

r₁₁: Searched reliability

S_t²: Total of Varian

p_i: The Proportion of Students who answered correctly

q_i: The Proportion of Students who answered incorrectly

n : number of items

Table 3. reliability criteria

| Reliability | criteria |
|--------------|------------------------------|
| 0,80 ≤ r | High degree of reliability |
| 0,40 ≤ 0, 80 | Medium degree of reliability |
| r ≤ 0,40 | Low degree of reliability |

Resource : (Ratumanan, 2006)

Techniques of Data Analysis

The test results of students who were learning by using production-based learning model, namely:

a. Cognitive Aspects of Learning Outcomes

Cognitive aspects of learning outcomes used to measure the learning outcome gained from providing test questions to students before and after learning by using production-based learning model in the form of a multiple choice test that has been valid and reliable.

b. Affective Aspects of Learning Outcomes

The results on the affective aspects were obtained from studying measurement results against established criteria.

c. Psychomotor Aspects of Learning Outcomes

A result of study on psychomotor aspects was seen from the observation practicum in which students and assessment of student products designed tools. The category of psychomotor assessment on the product / equipment produced in learning by using production-based learning model can be seen in the following table

Table 4. Category Assessment of Psychomotor Aspects on the Product Development Process

| Aspects | Description | Scores |
|--------------------------------------|---|--------|
| planning / Preparation | including: topics, objectives, materials / tools, work steps, schedule, time, approximate data will be obtained, the project site, a list of questions or the format used in accordance with the purpose. | 20 |
| Data Collection / information | - Data / information recorded with neat, clear and complete. - The accuracy of using tools and materials | 15 |
| Data processing/ Work implementation | - There is data classification, interpretation data in accordance with the purpose of implementation work. - There is a description of execution of work. | 15 |
| Data presentation/ report | Formulating the topic, set goals, write tools and materials, outlining ways of working (operational measures). Systematic report writing, using communicative language. Presentation of data is complete, contains conclusions and suggestions. | 20 |
| Products / tools | The success in the construction and installation of the circuit tidiness. | 30 |
| total score | | 100 |

Then, the scores of student learning results after using production-based learning model is analyzed to see the level of achievement of learning outcomes of students in the learning process by adding up the value of student results. Value of learning results obtained by each student were converted to be front values in the range of 0 - 100. The results of student learning can be categorized as follows:

Table 5. Conversion of students learning results for the criteria of effectiveness

| Level of Achievement | Category |
|----------------------|------------------|
| 90-100 | Very effective |
| 80-89 | effective |
| 65-79 | Effective enough |
| 55-64 | Less effective |
| 0-54 | Not effective |

Resource: (Widoyoko, 2013)

Analysis of Observation Sheet

During the learning activities by using production-based learning model, the student activity was observed by the observer. Technique of Data analysis is done by scoring for each aspect of observations with the following provisions:

- Value 5: very active
- Value 4: Active
- Value 3: fairly active
- Value 2: less active
- Value 1: not active

Results and Discussion

Production-based learning model has been applied to see an increasing in learning test results. The learning result obtained by administering tests to students of all students in the learning process as much as three classes that had been treated learning by using production-based learning model that has been valid and practical.

Results of study of the use of Production-based learning model on cognitive aspects of this is done with two types of test are pretest and posttest, the pretest given before students attend a learning model that has been valid while posttest done after the students were studying with using model-based production is by doing objective test questions that have previously been tested for validity and reality get about so that used as an instrument to see an increase in student results.

In the aspect of affective and psychomotor of learning results obtained through an assessment by the observer in accordance with the indicators assessed as: attitudes, skills and products produced by students when learning activities take place, both before use and after use production-based learning model.

The results of the initial test activities (pretest) for cognitive aspects to be obtained average value of 51.63. After being given treatment application Production-based learning model, and then given a final test (post-test) were conducted to determine student results after the learning process is completed. The purpose of the final test in this study determine differences in the test results of students before and after using production-based learning model and to know the great improvement of learning outcomes (Sugiyono, 2014). From the results of the final tests were performed on samples obtained an average outcomes after using Production-based learning model was 80.23. From the results of pretest and posttest study found an increasing of 20.60.

In psychomotor aspects, average student results before using Production-based learning model was 65.12 with a category quite effective and after using the Production-based learning model on average student results rose to 80.00 with effective category and increased by 14, 88. Furthermore, for the affective aspect average student results before using model-based production was 68.72 with a category quite effective and after using the Production-based learning model, average student results rose to 82.01 with effective category and increased by 13.29. From the above data it can be concluded that learning with the learning model based production effectively improve student results.

Student activity when using this model was observed by the observer by using observation sheet. Student activity observed was composed of five aspects such as group discussions to answer the problem formulation, doing lab activities in accordance with the work step and is able to prove a hypothesis that has been formulated, were active in practical activities and in collaboration with members of the group, observing the results of lab activities and analyzing results observations correctly, make conclusions according to the results of lab activities. Increased student activity occurs indicates the practicalities of the application of this model.

Data Analysis

Students of Learning Result

Improving learning outcomes can be seen from three aspects: the cognitive, psychomotor and affective. The cognitive aspect is done by providing a test start and end of the sample. Instrument in the form of a multiple choice test as many as 25 pieces. Before the test was given, the trials firstly conducted and analyzed. After analyzing the results of pilot tests obtained 20 pieces of matter that is still used and 5 pieces of matter dumped. Psychomotor and affective aspects obtained from observations of an observer during the learning process. The results of tests on each of these aspects are then compared from production-based learning model applied. The following explanation of the results of the evaluation of cognitive, affective and psychomotor:

Cognitive Aspects of Learning Outcomes

Referring to the results of the cognitive aspects of learning before which was using production-based learning model showed that the learning process student results, amounting to 43 had an average of learning outcomes 51.63, this category is less effective. While the test results after using production-based learning model in the learning process showed that student results had an average of 80.23 including learning outcomes effective category.

Learning Outcomes of Psychomotor and Affective Aspects

The assessment results of psychomotor and affective can be seen through the observation by the observer on aspects of skills and attitudes when practice activities were on process. Aspects of psychomotor are skills of students during learning activities practice takes place. At the stage of preliminary, it is preparation of tools and materials. Observations at the implementation stage, among others, work in groups, use tools, dexterity, cleanliness and others. Meanwhile, observations in the closing stages was the aspect of the observations noted correctly, demonstrating the practical results, as well as the equipment used to clean back

On the affective aspects observed, among others, honesty, self-discipline, rigor, perseverance, friendship, creativity, innovation, responsibility and enthusiasm in the learning process. Social attitudes include work together in groups, appreciate lecturers and friends, as well as interaction with professors and friends. Based on data from student results on the psychomotor and affective learning process, it showed effective results. The average student is skilled in psychomotor activity required in a learning process. Rating is the highest located on the dexterity of the students using the tools and arranging products so as to produce a product / equipment in accordance with the Indonesian National Standard. In addition, also in the affective domain of students showed discipline, rigor, perseverance, and very enthusiastic students in the learning process by using Production-based learning model.

Students learning results was good on cognitive, affective and psychomotor and stand in the category of effective. These results have provided the conclusion that the Production-based learning model is effective used in the learning process.

Students Activities

Increasing activity of the students was assessed through observation by the observer. Value achievement of student activities at the first meeting was at a value of 16 with a value of student achievement activity by 64% in the active category. At the second meeting of the activities of the students were in grades 21 to the value of student achievement activity by 84% in the category of very active and at the third meeting activities of the students were in grades 24 to the value of student achievement activity by 96% in the category of very active. As the value of achievement derived from the observation, it can be seen that the increasing activity of the students from the first meeting to

the third meeting by using Production-based learning model.

The results of the analysis of the overall observation sheet showed that the value of the achievement of the activity of the students were in grades 61 with the average value of student achievement for the activity of 81.33% and it is in the category of very active. Thus we can say based learning model production in the learning process can increase the activity of students. Based on the analysis and description that has been done that when students do learning activities using Production-based learning model that are in the active category.

DISCUSSION

Production-based learning model can be defined as a procedure or steps that need to be done by educators to facilitate learners to actively learn, participate and interact, with competence and oriented to produce a product either goods or services in accordance with industry standards, oriented the centralized learning to students (Bell, 2010).

Production-based learning model is a learning model that provides the opportunity learners to be able to develop the ability of critical thinking, skills, and work together (Nickerson, Perkins & Smith, 1985), which is highly relevant to the development of psychology students about the learning experience they gain (Gijsselaers, 1996) , In the learning process with this production-based learning model, learners are required can be as active as raises important questions relating to the products to be made. Production-based learning model consists of syntax or steps in the learning process, which according to (Ganefri, 2013; Ganefri et al, 2013; Ganefri, and Hidayat, 2014; 2015; Kusumaningrum et al, 2015) in a Production-based learning model syntax or a sequence of steps of learning consists of nine steps: 1) Analysis of curriculum and characteristics of learners; 2) Identification and analysis of products; 3) Make the important question of the product; 4) Mapping the question; 5) Analysis of the needs of the equipment and materials of the products to be made; 6) Making the schedule of manufacture of the product; 7) The process of making the product; 8) The evaluation on a regular basis; and 9) Making the business plan.

Production-based learning model is one of alternative in addressing the problems of vocational learning process. The fact that there is a process of education that occurs is still oriented to short-term results and the extent of the transfer of knowledge, not interpret knowledge. (Griffith, 2007) reveals the fact that: "traditional Sciences course focus on presenting the results of the scientific process rather than the story of how the scientist arrived at

Reviews These results". So if the learning process that occurs interpreted by students, the purpose of the Vocational Education anywhere can be achieved either able to compete as well as skilled workers to develop themselves, including entrepreneurship in areas of their expertise.

In addition, the production-based learning model provides affective impact on students; because the students and educators are collaboratively interact in learning. The students are given the opportunity to work together to help each other, be asked to give each other feedback and suggestions to the products made, ranging from scheduling, design and evaluation. Learning undertaken collaboratively covers the whole learning process, students teach each other mutually. In fact, it is not possible; there are times when students teach teachers as well. As discussed earlier that production-based learning model applies the concept of student center, but in practice educators still oversee and provide direction. On learning model-based production has an impact on cognitive, affective and psychomotor, is agreed by (Wrigley, H.S., 1998) in a research concludes that: project-based learning to facilitate the development of various competencies such as communication skills, work in teams, and the ability to write. This condition is very relevant in connection with the implementation of the learning process by applying production-based learning model that became one of the innovative teaching models in higher education.

CONCLUSION

This production-based learning model facilitates students to interact each other in the process of learning and teaching and is carried out in groups. So it is time for production-based learning model can be an alternative application of innovative learning in the learning process in higher education.

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THE INTERNALIZATION OF CHARACTER EDUCATION THROUGH LEARNING JAVANESE *UNGGAH-UNGGUH* BASED ON COMMUNICATIVE APPROACH

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ABSTRACT

Communicative approach is based on the notion of language as a means of expressing the functional meaning through linguistic competence, discourse, sociocultural, and competence aksional. The communicative approach emphasizes linguistic skills and communicative competence in the practice of language that can convey communication using the Javanese language according to function in a proper and meaningful. The existence of the Javanese language with the diversity of languages has the advantage of shape unggah-ungguh language that suggests the meaning of that language contained some levels with different functions depending on which could have an impact on the formation of personality, character, and moral learners. Communicative approach in Javanese learning assists the learners in supporting the development of communicative competence and instill awareness of the values of local wisdom. Javanese language with the local wisdom values have contributed greatly to the national cultural wealth. By inspiring and applying value unggah-ungguh Javanese language in communication are expected to provide the role in improving the character, this it can support the creation of a dignified nation and has a strong character with the great value of the language, literature, and culture.

Keywords: *character education, unggah-ungguh basa, the communicative approach.*

Educational development is intended to stimulate thinking about how to take advantage of learning the Javanese language in education to support the efforts in achieving the national education goals, which emphasizes the development of comprehensive intelligence of the learners, kinesthetic intelligence, emotional, spiritual, intellectual, so that education can be beneficial to form the character and civilization are dignified in the framework of educating the nation as mandated in Article 3 of Law No. 20 of 2003 on National Education System. In addition, Law No. 24 of 2009 Article 42 paragraph (1) shall develop, nurture, and protect the language and literature of the area to keep fulfilling the position and function in society in accordance with the times and to remain a part of Indonesian culture.

The Local Language, especially Javanese language is used as a means of communication by the Javanese whether located on the Java island (Yogyakarta, Central Javanese, East Javanese) outside the Java island, or outside the country of Indonesia, that is Suriname (Sudaryanto, 1992: 3). Philosophically, the Javanese language has a fundamental position for the Javanese but also does not only have a variety of levels such as *undha rafter*, speech level or *unggah-ungguh*. Additionally, Suharti (2001: 69) states that *unggah-ungguh* Javanese language is customary courtesy, ethics, deontology, and manners of the Javanese language. Based on such understanding seems

that *unggah upload*-Javanese language is often called speech level or *undha rafter* bases are not only limited to the level of civility *bertutur* (Javanese variety of manners and *ngoko*), but there are the concept of manners to behave or be influential on character education.

Javanese language is protected and regulated as stipulated in the Act, government policy began, government regulation minister, regulation, local regulation in this term is the Governor's Decree, proof that the Javanese language has a very strong position. However, the condition position and function show that nowadays the Javanese are in less promising. Public concern over the Javanese language began as evidenced by the decline in the quality use of the Javanese language, which many young people do not master the Javanese *unggah-ungguh* as well as an understanding of Javanese culture is very diverse.

Javanese language skills now can be quite alarming. Many communities or observers are worried Javanese language related to the presence of Javanese language it appears in the Javanese community. This is in accordance with the opinion of Sasangka (2009: 1) Community Javanese last few years, especially those in the first layer (innermost) which strata of society at that time been directly related to the ruler (the kingdom), both rulers in Yogyakarta and Area in Surakarta, start to worry about the presence bases on *unggah-ungguh*. The apprehensive were caused by the fact that indicates that the younger generation of

Javanese is now beginning to master not upload *unggah-ungguh* language. As a result, emerging the errors of Javanese used in the communication process.

Knowing the context of the Javanese language, we need a solution or solutions to serious problems. Alternative solutions to the problem or alleviation efforts above problems, namely the need for kepedulian society and government and learning process that accurately can inculcate and foster interest in learning the Javanese language. Furthermore, the framework will be offered through the use of communicative approach to language learning Javanese. Brown (2007: 240) defines a communicative approach to language learning approach that emphasizes authenticity, interaction, learning centered on the learner, task-based activities, and communication for real-life, meaningful goals. to achieve the desired results, that facilitate the holistic development of learners' potential, character and intellect.

Communicative approach is an approach that is based on the idea that the ability to use language in communication is the goal that must be achieved in language learning. Richards (2006: 23) states the communicative approach can be implemented in communicative language teaching to ensure students successfully acquire communicative competence. It adds that learning communicative develop fluency and accuracy. The accuracy of the communicative approach, which can create learning activities that make students capable menegoisasi meaning, using communication strategies, correcting errors, and seeks to avoid uncommunication.

UNGGAH-UNGGUH IN JAVANESE

Brown (2007: 6) states that the language of a systemic nature, the language somewhat arbitrary, the language is a symbol of vocal and visual, language refer meaning, the language used for communication tools, language as a community of speakers, the language is important for people and not be limited to humans alone, the language used by everyone in the learning process that has the same characteristics.

Language is a communication system using the sounds, spoken through the organs of speech and heard among members of society, as well as using symbols vocal processing with conventional meanings as arbitrator. Language is a set of linguistic symbol system used in the same rut by a number that allows people to communicate and be understood with each other. Language is a system of arbitrary vocal

symbols and used mainly for human communication. Language is a systematic tool to convey the idea / feeling to wear signs, sounds, gestures associated with expression or signs may be agreed and the meaning that can be understood (Suwarna, 2002: 7).

Kumaravadivelu (2006: 115) reveals that the role or function of language inherent in the field of science studied. Some experts or sociolinguist and socio-cultural communicative competence theory is used to set the language of communication. While in pragmatics speech acts are used by speakers to perform speech acts like asking, informing, apologizing, in sociology, language communication used to build social networks. Halliday (in Brown, 2007: 9) states that the function of language in its simplest sense, it can be regarded as equivalent to the word 'use'. The function of language can be interpreted the way people use their language, or their languages when they speak more than one.

Javanese language is a means of everyday communication in the Javanese community. In the process of communication besides pay attention to the rules of grammar, also pay attention to your opponent says or who the person to communicate with. Supartinah (2015: 3) States that Javanese language can be used as a vehicle for the formation of character and manners for a rich and complete with a vocabulary as a language which include: functions, rules or norms of language, variations or levels of language, ethics and cultural values are high with all role function.

- 1) The Javanese language functions according to Sabdawara (in Supartinah, 2015: 3) are as follows. The Javanese language is the language of culture in addition to the communicative function also serves as a means embodiment of cultural attitudes that are loaded with the noble values.
- 2) Manners in Javanese means knowing the limits of courtesy, knowing how to use the traditional good and have a sense of responsibility for the improvement of living together.
- 3) In order to achieve the courtesy to be decoration of one's personal self, then the conditions that must be met are as follows.
 - a. Clever in keeping feelings of others in the association,
 - b. good at respecting the speaker or hearer,
 - c. good at keeping the speech, not rude, and do not hurt other people.

In communication using the Javanese language, the selection of the lexicon in the process of communicating very concerned, given the rules of language or speech level. *Unggah-ungguh* after base or bases are commonly referred to as speech level language is a property owned by the Javanese. *Unggah-ungguh* base is still applied or used by the

Javanese (Sasangka, 2009: 1). *Unggah-ungguh* base is one of the objective characteristics of the Javanese language that tersusus in a systematic and orderly as a communication tool used by the Javanese community. Supomo Poedjosoedarmo (1979: 3) states that the *unggah-ungguh* bases are variations of the language difference is determined by the difference politeness contained inside the speaker to the listener. *Unggah-ungguh* base embodies decorum in the Javanese language. *Unggah-ungguh* is not limited to communication behavior, but also there is the concept of polite behavior and conduct that are able to describe the personality of someone when you are in the Javanese.

Furthermore, Budi Purnomo (2013: 3) adds-term *unggah-ungguh* 'guidelines for politeness' as typical of Javanese politeness. These guidelines form the norms embodied in the form of idioms or phrases commonly spoken by most parents when educating their children. Some of these are in the form of positive advice by using idioms positive, and the other in the form of a ban on wearing the form of a negative command just 'do not' do this or that.

Javanese community is prioritizing the *unggah-ungguh* bases, Subasita, and manners. Suharti (2001: 69) states that *unggah-ungguh* Javanese is customary courtesy, ethics, tatasusila, and manners of the Javanese language. Based on such understanding seems that *ungguh* upload-Javanese language is often called speech level or *undha rafter* bases are not only limited to the level of civility bertutur (Javanese variety of manners and ngoko), but there are the concept of manners to behave or act. Thus, in the Javanese community there is a proverb "Ajining dhiri saka lathi, ajining saka tumindak" which means that people who use the language and behavior will certainly respected by others.

- 1) Haryana and Supriya (2001) describe the things that must be considered in using Javanese *unggah-ungguh* bases in communicating with others, such as. age factor, that younger children have to respect to the older, and the young people have to respect to the older.
- 2) Kinship factor, namely young people respect older siblings, children respect their parents.
- 3) Degrees and ranks factor, where the students respect the teachers, employees respect the boss or leader, citizens respect leadership.

- 4) Degree that embed rich people, people who have a vast land, people who earn big.
- 5) Heredity, that is, those who have a degree, bendara, raden ajeng, raden mas.
- 6) Factors of magnanimity or personal qualities, that people have undergraduate qualifications, heroes, humanists, artists, the scholars.
- 7) Familiarity factor, that is, those who do not know, man who had met, and should have been more respected than in people who are already familiar.

In addition to the factors above, in speaking, things that must be considered in determining the shape of respect or ordinances to respect others no fixed rules. These factors are just as norms and dependent on the atmosphere juice (subjective), and according to the situation (relative). Another important thing to consider in success in using the *unggah-ungguh* base Javanese is that it avoids the use of language etiquette for personal or O1. Javanese krama is used to honor O2 and O3 with the exception status under O1. By the development of the learning model is expected to facilitate learners to know and learn and can apply *unggah-ungguh* Javanese language is well and right in order to establish the students character.

EDUCATION CHARACTER

The Liang Gie (1982: 159) argue that value is something that generate interest (interest), something that is preferred (preference), satisfaction (satisfaction), (desire), pleasure (enjoyment). Value has always been a measure in determining the truth and justice, so there will never be separated from the original source in the form of the value of religion, logic, and norms prevailing in society. Value is a concept, namely the establishment of mentalita formulated from human behavior so that it becomes a presumption of principle, good and need to be respected as they should be. Education by John Dewey (in Muslish, 2011: 67) is the process of establishing the fundamental skills intellectually and emotionally toward nature and fellow human beings. Education character is also called character education, as the educational value of human morality is realized and performed in real acts. Value conscious morality and do it aims to help manusiamenjadi more fully human. Values were related to various aspects of life such as relationships neighbor, yourself, statehood, the natural world, and God. Characters associated with moral strength, Connotation 'positive' is not neutral. This is supported by the opinion of Peterson and Seligman that linking directly 'the strength of character' with virtue.

Character is a footbridge of knowledge and skills. Knowledge without personality foundation will mislead and skills without self-awareness will destroy. Characters will form the motivation, which

is formed with a dignified process. Character is not just the outward appearance, but also implicitly reveal the hidden things. Good character includes understanding, awareness, and actions based on ethical values, as well as include aspects of cognitive, emotional, and moral conduct of life. Rutland (in Asmani, 2011: 27) argues that the character comes from the Latin root word meaning "sculpted". Literally, the character means a mental or moral quality, moral strength, or reputation. Character is the personality to be reviewed from the standpoint of ethical or moral. According to Doni Kusuma Albertus (in Asmani 2011: 29) characters associated with a temperament that gave him a definition that emphasizes psychosocial factors associated with educational and environmental context. Character is considered as the same as with personality. Personality is regarded as a mark or characteristic or characteristics of a person, which is derived from formations received from the environment, such as family influence on childhood.

Character education teaches the habit of the way of thinking and behaving that help people to live and work together as families, communities and nations, as well as helping others to make decisions that can be accounted for. Character education teaches students to think smart, naturally activate the midbrain (D. Yahya Khan in Asmani, 2011). Character education rests on the basic character of human sourced from inversal moral values of religion.

Centre Ministry for Education (2010) states that in order to further strengthen the implementation of character education in the educational unit has identified 18 values derived from religion, Pancasila, culture, and national education goals, namely: Religious Attitudes that are obedient behavior in carrying out the law of his religion, being tolerant with the implementation of the practice of other religions, and live in harmony with other faiths. Honest Conduct which is based on an attempt to make himself as the person who always believed in words, actions, and jobs. Tolerance is the attitude and action that respects differences of religion practice, race, ethnicity, opinions, attitudes, and actions of others who are different from themselves.

Disciplinary action shows that orderly behavior and comply with various rules and regulations. Work Hard Measures indicating orderly behavior and comply with various rules and regulations. Creative Thinking and doing something to generate new ways or the result of something that has been owned. Independent, is the attitudes and behavior that is not easily

dependent on others to complete tasks. How Democratic is to think, behave and act that judge the same rights and obligations judging himself and others. Know Curiosity is attitude and actions are always working to find more depth and breadth of something learned, seen, and heard. The spirit of ethnicity that way of thinking, acting, and sound that puts interests of the nation above personal interest and his group.

Love the Motherland is the way of thinking, acting, and sound that puts interests of the nation above personal interest and his group. Rewarding Achievement is the attitudes and actions that drove him to produce something useful for society, and recognize and respect other people's success. Communicative are the attitudes and actions that drove him to produce something useful for society, recognize and respect other people's success. Love Peace is the attitudes and actions that drove him to produce something useful for society, and recognize and respect other people's success. Joy of Reading is a habit time to read a variety of literature that gives virtue for him. Environmental Care are the attitudes and actions which seeks to prevent damage to the surrounding natural environment, and develop measures to repair the environmental damage that has occurred. Social Care is the attitude and actions that have always wanted to help other people and communities in need. Responsibility is the attitude and behavior of people to carry out their duties and obligations, that he should do to himself, society, the environment (natural, social and cultural), country and God Almighty.

THE LEARNING OF COMMUNICATIVE JAVANESE LANGUAGE

Brown (2007: 7) states "learning is a acquiring or getting of knowledge of a subject or a skill by study experience, or instruction" that the learning (process) acquire or gain knowledge of the subject or a learned skill, experience, or instruction. Learning is a relatively permanent change in behavior and is the result of repeated practice. furthermore, Brown (2007: 8) describes the characteristics of learning: (1) Learning is a "gain or gain"; (2) Learning is the retention of the information or skills; (3) Retention using savings system, memory, cognitive organization; (4) Learning includes liveliness, focusing on awareness and reactions to events inside and outside the organism; (5) Learning is relatively permanent, but the learner can forget; (6) Learning include some kind of practical, possible strengthening practical; (7) Learning is to change behavior

Uhlenbeck (in Sutardjo, 2008: 43) states that since the beginning of the twentieth century a neat used *unggah-ungguh* it had not been done properly.

To the extent that before the Second World War, the elite Javanese society of ordinary switched to Malay or Dutch for avoiding the use of their mother tongue and to liberate themselves from decency. In the decade of the fifties were mostly already no longer care about the neatness of the Javanese language.

The government's policy that talks about the position of the Javanese language as the language since 1945. Since then some of its functions were taken by Indonesian. However, thanks to the persistence and seriousness of the self figures Javanese language, the Javanese language position is still maintained. Several factors affect the maintenance of the Javanese language, including: The deep rooted of Javanese traditional literatures; Javanese language lovers that is still quite a lot and still engage to maintain, Javanese language native speakers language which in very large numbers (Sutardjo, 2008: 44).

Fostering the use of the Javanese language may be helpful to instill a sense of pride, loyalty, love of the local language or mother tongue assuming people will feel that they have (rumangsa handarbeni) and is responsible for the preservation and development of the Javanese language. Besides the need of the Javanese community, business coaching, and development of the Javanese language also goes a related institutional support both government and non government agencies. The expected support from the government, especially local government in the area Yogyakarta, Central Javanese, and East Javanese are formal policies and strategic needed in business coaching and development of the language. It appears the emergence of local government policy by setting a decree on the Javanese language.

Javanese language instruction for students generally aim to have communicative competence. Communicative language teaching involves the process of teaching and learning in the classroom. Teaching show and helps a person to learn to do things, provide instruction, guiding the study of something, giving knowledge, cause to know or understand (Brown, 2000: 7). From the explanation above, it can be concluded that Javanese language communicative approach is compiled on the basis of language functions and speakers, necessity, so it can use language in communication accurately and fluently with expectations in the final goals they can use the language to communicate in a real situation and naturally purposeful.

CONCLUSION

The development of the Javanese language in the learning process ranging from the simple to the complex has a greater impact in changing

the ability to think and communicate with others. First, the Javanese language as a first language or mother tongue of Javanese who have philosophical value with various advantages and virtues contained in it ought to always be developed. Second, the process of learning *unggah-ungguh* Javanese language will train and provide skills learners in cognitive ability to interact socially with each other impacting on the character formation of the students. Third, the selection of appropriate strategies in learning the Javanese language can be done continuously so that it will form a habit and patterned impact on the development of students in learning, then eventually support the world of education in order to enhance the dignity of the nation through the values of the Javanese language.

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BUILDING CHARACTER EDUCATION PRACTICES FOR ISLAMIC BOARDING SCHOOLS

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ABSTRACT

Islamic Boarding School are not only a unique sub-culture, but also are Islamic educational institutions as they are relatively old in Indonesia and have continually survived and thrived, striving to serve its original mandate in line with the will and tenacity "of the" founding fathers (kyai). There are many things that Islamic boarding schools must deal with that are different from normal boarding schools, ranging from the use of time (discipline) for 24 hours, prayer in congregation (tahajud and other Islamic prayer), lessons, meetings, cooking, break, even in the budget to allocate finances for a month. In the beginning, all these activities were difficult and untested, but once executed a great deal has been learned and standardized, until the end of the educational period. It is a Good experience for traditions that are then attached to a "value" or "character" to be implemented. An educational experience that is certainly not the value obtained on the bench "school" but instead of a simple educational institutions, namely schools.

Keywords: Value Character, Islamic Boarding School

Education should be understood by its Operates Size And Sales manager in an effort to be Aware That is done by educators through Guidance, lesson and exercise to review helps learners experience the humanism process towards personal achieving, (Darmaningtyas, 1999, p. 3) that Human figure adults Already Operates Fully charged Bekal Science As well as having moral integrity that Yang High. Later journey Human hearts so as singer-Men Who Was Always Ready, both Physical and spiritual. Their national development agenda no longer a constraint for the review can be realized. Because A construction can be done, if supported by the Human Development, otherwise development will get Barriers, if human beings not able to perform because Development Barriers Education. (H.A. HafizdDasuki, 1982, p. 40)

Educators no longer be regarded as the center of everything, but how the position of educators can provide equal opportunity to the students to be able to interact educative, analytical thinking, critical and innovative without any further intervention from educators. This of course will lead to a process of forming the curriculum as an essential thing distinctively flexible, not strictly and should fit the needs.

In the context of the education model curriculum should be adapted to the needs of the students (child-oriented) is not oriented to the needs of teachers (teacher-oriented) are partial. Let nature meet the destiny itself, which was revealed to you in the world in the form of science or art, (John Dewey, 1998: p. 240) knowledge formulated in the curriculum more

geared to how to determine the environment for the students. The education process is no longer running se-direction, only the teacher who made the subject of the giver of knowledge (transfer of knowledge), but students who have been considered objects could prove a natural (nature) to be able to explore their potential in a more creative. Freedom of expression, analytical thinking to yourself protege by itself will materialize.

Therefore, in carrying out educational model as contemplated above, of course, should be sought annexation (merger) education system. Pesantren education system, during which only teach religious sciences as such, and more emphasis on morality side feels very ironic if it still continues to be applied without entering the public education system is loaded with the values of rationality, in an effort to cope with the demands of the times. It is as affirmed by Malik Fajar (former Ministry of Religious Affairs of Republic of Indonesia) that it is time sought effort towards the achievement of a synthesis, convergence or synergy, in order to achieve unity between morality and rationality. (Malik Fajar, 1999: p. 118) Merger pesantren education system (local genius) as a traditional educational system which has been a great tradition with the education system that has a modern pattern (general education). Perhaps education in question is a boarding school.

SCHOOL, BOARDING SCHOOL, AND DISCOURSE FULL DAYS

Pondok Pesantren is not only a unique sub-culture, but also an Islamic educational institutions as they are relatively old in Indonesia who continually survive until now, its existence continues in line with the will and tenacity "of the"

founding fathers (clerics). Toile is then made the existence of pesantren continue to survive all time. The existence of Islamic boarding schools as educational institutions continue to show the talent and quality in the generation to produce good quality with all the knowledge and ability of its moral characteristics. Through educational model style "boarding", the Muslim community realized the importance of forming a character value can only be established through the order of the system and the rules that apply in education. Five most important component in boarding institutions, such as huts, mosques, yellow book, students and clerics who became an absolute prerequisite boarding establishment continued to show remarkable strategic role.

For the author, the existence of pesantren is a religious educational institutions are not only forging the students become more "mature", understand the Islamic sciences, but more important than that all the students have been socialized on an interesting experience that could be life provision at a later time. One of habituation either try to apply the schools, ranging from the use of time (discipline) for 24 hours, praying together (special prayer at night time and other Islamic prayer), lessons, meetings, cooking, break, even in the budget to allocate finances for a month. In the beginning, all these activities were heavy, but once executed all goes as it is, until the end of the period of education. Good experience or traditions that are then attached to a "value" or "character". An educational experience that is certainly not the value obtained on the bench "school" but instead of a simple educational institutions, namely schools.

The positive tradition has been going on for centuries and have become habituated to form the students with advanced science of religion (tafaqquh fil din) and the attitude of spiritual/social fairly dominant. Many education rate, tradition and habituation becomes a positive value even become its own advantages that can be applied in other educational institutions. The boarding schools of excellence such as: 1) orientation pesantren education focused on community based education (community-based education/community); 2) excellence in implementing the vision of education schools function of worship to God, as well as the function of caliph in the earth; 3) education schools have two types of missions, namely the common mission in preparing qualified human resources, scientific, and chsritable. and a special mission to prepare a cadre of leaders of the community who understand the religion

(mutaffaqih fil din); 4) schools from an early age has emphasized to his students' initial intention "to seek knowledge, which is solely for the worship of Allah; 5) direction of education schools that are not purely vertically, but also horizontally social nature. 6) is more oriented boarding school education

in accordance with the obsession competence of the students and clerics, namely 'nafi' science (beneficial science) and not just content oriented (orientation contents); 7) conformity with the principles boarding school based management paradigm in the principle of struggle, sacrifice jihad and ijtihad imbued with sincerity, simplicity, confidence and independence, unity and freedom of thought that positive and productive; 8) the function of leadership pesantren is not only as a leader (leader), the central figure (main figures), as well as top managers, but to be a moral force (moral force) for students and all residents of boarding schools; 9) education schools are more concerned with the work of education, upbringing, and familiarization with the principle uswah (exemplary) and suhbah (mentoring), more than just teaching verbal and rhetorical, as well as other advantages. (Mohammad TadjaniDjauhari, 2008, pp. 81—83)

In the end, the human resources born of this pesantren is ideal and practically can play an active role in any process of social change lenary. This is the advantage possessed by pesantren education. (Sulthon and Moh. Khusnuridlo, 2006, p. 11). Various schools of excellence was allegedly makes this traditional institution continues to demonstrate its existence, even the community recognized as an institution that can strengthen the social character of the national education system and helped give birth to the human resources who have the knowledge and skills mastery reliability technology that constantly inspired by-the valuable values of religious.

Pesantren has proved itself to be a center of excellence for human resource development which has a base morality in social life. (Nursyam, 2008, p. 196) As a system with its peculiarities and unique reasoning, acknowledged or not, pesantren as part of the national education system has played a very significant role. Along with the great contribution of the boarding school system, appeared various discourses and statements that confronts the "school" with the excellence of science, and "boarding" with the advantages of the formation of character values.

As a result, there are many programs that later appeared to consider the advantages of school with pesantren institutions, among others, (1) the program School-Based Pesantren (SBP), which initiated by the Directorate of Basic Education, Ministry of Education and the custom RI,

Directorate of Education Diniyah Ministry of Religious Affairs, and CERDEV UIN Syarif Hidayatullah Jakarta; (2) full days of school discourse initiated by the Minister of National Education, "with a full day school system is slowly awaken his character and not be wildly out of school when parents they still do not get home from work. (Kompas 07.08.2016), and (3) the imposition of a boarding school education system.

Boarding school is understood as education that combines hostel system with formal education schools, where students and teachers and school administrators live in dormitories that were in the school environment in a specified period is usually one semester interspersed with a vacation of one month to finish school (Throne Karima Zahra, 2008: 145).

The fundamental targets of these institutions, the establishment of an educational environment that is free from the bustle of the negative environmental, such as smoking, drugs, film show or a sitcom that does not educate, and so on. Boarding school system normally provides facilities and infrastructure to meet the needs of students, so that the talents and hobbies students can be channeled as needed. They also had the opportunity to explore a variety of interests, take on areas of interest. Boarding school education system also requires that all students stay in dormitories or hostels. Therefore, teachers or educators more easily control the character development of students. In curricular activities, curricular, extracurricular, whether in schools, dormitories and community environment monitored by teachers for 24 hours.

What are implemented fully adopt the boarding school boarding school education system, especially with regard to utilization patterns "dormitory" or "huts" other than as a residence or a place of social interaction widespread education. The consequences of living in a dorm or cottage necessitates person can receive a distinction, respect each other, able to work and live more independent practice. Boarding school trying to take advantage of the hostel or cottage as one means of forming character with positive traditions integrated with the formal school system.

The condition is clearly different from the pesantren education system that not only uses a dorm or cottage as a place to stay and a tradition of positive, but more than that traditional institutions have tried to direct all students (read: students) as a cadre of community that can be steeped in religious sciences Islam (tafaqquh fil din). Therefore,

every pesantren (as are other features that have) always use the "Kitab Kuning" a special development of curriculum to deepen religious sciences of Islam.

PESANTREN AND CHARACTER EDUCATION

As an educational institution that was born out of the community, since its establishment boarding schools have a tradition, a culture, and a different culture with agencies Islamic education in general. Tradition, culture, and culture is often seen as behaviors, activity / activities, a continuous routines that have become the hallmark of distinction of a person or an institution or education.

In general, the culture in Indonesian known as culture. In Indonesian dictionary (KBBI), the word culture is mentioned with some understanding, namely: "(a). mind, intellect, (b). customs, (c) something about the culture that has developed (advanced civilized), and (d) something that has become a habit that is difficult to change. Simply put, the culture can be interpreted as a way of life that developed and shared by a group of people and passed down from generation to generation. (Wahdi Sayuti and Fauzan: 2012: 11)

Thus, cultural values and all the results are emerging out of the way of life which is human activity on the cultural values it contains. Human life is nothing but a concrete form (real) of cultural values that are abstract (idea). With other languages, cultures can only be known through the mind and soul, while the procedure of human life can be known by the senses. From the idea of culture and the way of human life then realized products (artifacts) culture as a means to facilitate or as a tool in real life context.

The boarding school system has a unique culture. Its presence in the social system stands as a separate subculture, not be part of the governance structure of the village, district or higher government. Unlike the school system becomes an integral part of our national education system. The leadership of 'Kiai' (teacher of Islam) positions and patterns (caregiver boarding school) is not directly under or over certain government leaders in their local environment, but are outside the existing social structure independently. (Wahdi Sayuti and Fauzan: 2012: 14)

There are seventeen culture becomes distinctions educational institutions schools, namely: (1) the deepening of religious sciences (tafaqquhfil din), (2) Modok, (3) compliance, (4) pattern, (5) piety, (6) independence, (7) discipline, (8) simplicity, (9) tolerance, (10) receive just it is 'qona'ah,' (11) humility, (12) grit, (13) solidarity, (14) sincerity, (15) perseverance, (16) social, and

(17) cleanliness. (WahdiSayuti and Fauzan: 2012: 24-25)

With seventeen culture will grow and firmly planted the noble values, national character, or good manners. This is in line with government policy penamaman related processes and growth of character in educational institutions. To inculcate and cultivate manners of the Ministry of Education also provide signs of how technically cultivation of character values are implemented. PBP is based on the implementation of the basic values to the human's nationality and that includes habituation to foster: a. internalization of moral and spiritual attitudes, which are able to live a spiritual relationship with the Creator embodied with a moral attitude to honor our fellow beings and the natural surroundings; b. constancy keeping the national spirit and diversity to glue the unity of the nation, are able to be open to differences in language, ethnicity, religion, and social class, united by connectedness to realize the act together as one nation, one homeland and speaking together with Indonesian; c. positive social interaction between learners with the figure of adults in the school and home environment, which is able and willing to respect teachers, principals, staff, community members in the school environment, and parents; Positive social d. interaction among learners, which is a concern for the physical and psychological conditions among peers, juniors, and seniors; e. nurturing school environment, namely the conduct of mutual assistance to safeguard security, order, comfort, and cleanliness of the school environment; f. an appreciation of the uniqueness of the potential learners to be developed, which encourages learners enjoy reading and develop interest in accordance with the potential talent to expand the horizon of life in developing itself; g. strengthening the role of parents and the public are concerned, namely involving the active participation of parents and the public to take responsibility for guarding activities habituation positive attitude and behavior in school. (Attachment Regulation of the Minister of Education and Culture No. 15 in 2015 on Investment Budi Character)

Character education has meaning higher moral education, because it is not just teach what is right and what is wrong, more than that character education inculcate the habit (habituation) about good things so students into the schools (the domain of cognitive) about what is good and one, able to feel (affective domain) good value and want to do (psychomotor domain). As Aristotle said, the

character is closely related to "habit" or habits that continually practiced and performed.

According to Wynne (1991) code word comes from the Greek meaning "to mark" (mark) and focuses on how to apply the value of goodness in the form of action or behavior. Therefore, someone who behaves dishonest, cruel or greedy person said to be ugly, while those who behave honestly, prefer to say as a person of noble character. Thus the term character is closely related to personality (personality) a person, which a person can be called character (a person of character) if he behaved in accordance with moral rules.

Berkowitz (1998) stated that the habit of doing good does not always guarantee that the man who had been accustomed to them consciously (cognition) appreciate the importance of the character value (valuing). Because maybe his actions were motivated by the fear of being wrong, not because of the high appreciation of the value of it. For example, when a person makes an honest it was doing because he was afraid judged by others, not because of a genuine desire to appreciate the value of honesty itself. Therefore, in the aspects of character education is necessary also feeling (the domain of affection or emotion). Wearing term Lickona (1992) is in character education component called "desiring the good" or desire to do good separately. According Lickona education good character thus should involve not only the aspect of "knowing the good" (moral knowing), but also "desiring the good" or "loving the good" (moral feeling) and "acting the good" (moral action), Without that all men will be like a robot indoctrinated by something familiar.

Character education is itself a system of cultivation of character values, which includes knowledge, awareness or volition, and actions to implement these values. Character education can be defined as "the deliberate use of all dimensions of school life to foster optimal character development". In character education in schools, all components must be involved, including the educational components itself, namely the content of the curriculum, learning and assessment, treatment or management of subjects, school management, the implementation of activities or co-curricular activities, empowerment of infrastructure, financing and work ethos throughout the school community/environment.

Understanding these characters are linked to the notion of character, character, morals, and even with multiple intelligences (multiple intelligence). Based on the pillars mentioned by Prof. Suyanto, Ph.D., understanding morality and noble character is associated with the following pillars, namely love Tugan and all creation, respectful and polite, generous, like helping /

cooperative, kind and humble. That is why, no one mentioned that character education is moral education or noble characters plus.

Associated with multiple intelligences, we know that intelligence includes all four pillars of intelligence: (1) intellectual, (2) spiritual intelligence, (3) emotional intelligence, and (4) social intelligence. Intellectual intelligence often referred to as a stand-alone intelligence more intelligent in the sense referred to in general, the size of the international standard known as IQ (Intelligence quotient). While the intelligence of others have not or do not have the size mathematically as intellectual intelligence. Intelligence beyond intellect is that much closer to understanding the character in general. It is in this, as explained Prof. Suyanto, PhD, we acknowledge the Dr. Martin Luther King, spiritual leader of blacks in the United States, which states that education is supposed to give birth to intelligent beings and strong character, or Intelligence plus character. "That is the goal of true education", declares he added. That is the real purpose of education, which creates intelligent human being comprehensively, the whole aspect of the multiple intelligences.

Other values that are part of character education includes nine (9) pillars are intertwined, namely: 1) responsibility (responsibility), 2) respect (respect), 3) fairness (fairness), 4) courage (courage), 4) honesty (honesty), 5) citizenship (nationality), 6) self-discipline (self-discipline), 7) caring (care), and 8) perseverance (persistence). The characters are the basic values of humanity that must be developed through education varies between five to ten aspects. In addition, character education must be conducted in the home (home), and developed in educational institutions of the school (school), even actually apply in the community (community) and even including the business world and the industrial world (business) ,

For educational institutions schools, nine pillars mentioned above is not a new thing, but it has become part of the tradition and activities inherent in the education system in it. Since its establishment, schools provide education with the goal of instilling faith and piety to Allah SWT, noble character, and Islamic tradition to develop the skills, knowledge, and skills of learners to be an expert knowledge of Islam (mutafaqqih fiddin) and / or be a Muslim who has skills / expertise to build an Islamic life in the community.

This is in line with the functions and objectives of national education, which is

related to the character formation of students (read: students) to be able to compete, ethics, morals, manners and interact with people. Based on research at Harvard University, United States (Ibrahim Ali Akbar, 2000), it turns out a person's success is not determined solely by knowledge and technical abilities alone, but rather by the ability to manage themselves and others (soft skills). The study reveals, success is determined only about 20 per cent by the hard skills and the remaining 80 percent by the soft skills. Even the most successful people in the world can succeed because the more widely supported capabilities than hard skills soft skills. This suggests that the quality of character education learner is essential to be improved.

Characters are the values of human behavior associated with the Almighty God, ourselves, our fellow human beings, the environment, and nationality embodied in thoughts, attitudes, feelings, words, and actions based on religious norms, laws, manners, culture and customs. While character education is a system of cultivation of character values to the school community, which includes knowledge, awareness or volition, and actions to implement these values, both against God Almighty (YME), ourselves, others, the environment, or nationality so that a man perfect man. In character education in schools, all of the components (stakeholders) should be involved, including the educational components itself, namely the content of the curriculum, learning and assessment, quality of relationships, handling or management subjects, school management, the implementation of activities or co-curricular activities , empowerment of infrastructure, financing and work ethos of all citizens and the school environment.

General Studium in an event on "Character Education" at the State University of Malang, Dr. Sa'dun Akbar, M.Pd, said that "Character education is essentially an attempt to make a good character. Good character is marked by living properly in man's relationship with the Lord, another human being, the environment, and ourselves. Human beings are born in a state of "unfinished" or "not so", they need to be assisted through education. Character education is making genuine human assistance. Not all son of man will be able to grow and develop into a real human being. So many people are eroded properties of humanity, or a process of dehumanization to him, so that in time no longer be called human beings should not be characterized as a real human.

With the expected character education a nation can behave according to ethical values in accordance with the norms, the existing rules in the home, community, nation, and religious beliefs. This is in accordance with the opinion of FW Foerster (1869-1966), the originator The first

character education, he emphasized that the educational dimension of these characters must be contained four elements, namely: 1) the regularity of the interior in which every action is measured based on a hierarchy of values. Values become normative guidelines of each action. 2), the coherence that gives courage, makes one firm on principle, not easily swayed in new situations or fear of risk. Coherence is the foundation that builds trust each other. The absence of coherence undermined the credibility of a person. 3) autonomy. There someone internalize external code to be for personal values. This can be seen through an assessment of the personal decisions without being influenced or pressured the other, and 4) constancy and fidelity. Tenacity is one's resistance to covet what is considered good. Faithfulness is the basis for respect for the commitments that have been selected.

Maturity four characters, further Foerster, allows man to pass through stages of individuality to the personality. "Modern people often confuse individuality and personality, between me naturally and I'm spiritual, between the independence of the exterior and interior." Character is what determines forma a person in all his actions. For educational institutions schools, the four elements that try to offer Foerster above is not something new, but along with the birth of the educational institutions, boarding schools have long been applying the values of modern society that is needed. Norms or rules governing who tried to put forward in "character education" was already a long time and until now invested in education schools.

Value civility, ethics, civility, virtuous character or morals become key objectives of Islamic education, including education schools. To achieve these values, the students are required to study the book deals with the issue of morality as well practice it in life. This is in line with the opinion of the leaders of education, for example Athiyah al-Abrasyi, he revealed that the purpose of education (Islam) is to prepare people to live a perfect and happy, love my homeland, robust constitution, the perfect cultivation in attitude (moral), organized mind, fine feelings, proficient in his job, sweet-spoken either orally or in writing.

The word character is derived from the Arabic, the plural of which, according to the language means khuluqun character, temperament, behavior and character. The character or character born as a result of the act so that it becomes a regular repetition. Words 'akhlak' (code of conduct in Islam) often called decency, decorum in Indonesian; moral, ethnic

in English, and ethos, ethios in Greek. The word contains aspects of rapprochement with the words 'khalqun' meaning of events, which is also closely related to khaliq which means the creator; as well as meaningful 'makhlūqun' created. Furthermore Abuddin Nata in his education in perspective hadith says that there are five characteristics contained in moral action. First, the moral act has become a personality deeply embedded in the soul. Second, the moral act is an act done with acceptable and without thinking. Third, the moral act is an act without coercion. Fourth, the deed is done by actually without any element of farce. Fifth, the deed is done to enforce the sentence of God.

Thus, it has long boarding - as the oldest institutions in Indonesia-- have implemented character education. Implementation of character education in boarding institutions can be seen from the pattern of habituation learning that trying to apply, even learning system that took place at the agency. Since its establishment, clerical cadre schools aimed at giving birth to a depth of religious knowledge under their control (tafaqquh fiddin) and be able to practice it in life. To support these objectives, the students are required to explore the sciences of religion seriously, also familiarized with the values of humanity with akhlak al-karimah as its main ideals. The tradition must be formed through habituation, discipline, pattern of relationships between students kiayi, as well as the behavior of civilized manners continue ditradisikan in the lives of the students. For the Javanese, who are predominantly boarding no-tradition "upload" basically not new. So when boarding try to traditionalize such behavior gain positive support. According Kuntowijoyo, the relationship between the school and the countryside is always awake because a number of students, who generally come from the village, always in touch with the teacher of Islam 'kiai' even have long since left formal education at boarding time.

CONCLUSION

For humans leads to the formation of a democratic Indonesia and responsible as expected by national education goals, it is not possible conducted through the formal school education system with partial time. In addition, the necessary facilities / infrastructure and dormitories that can create a tradition and habituation continuously. Therefore, it takes an integrated system of formal school education system which has the advantage of knowledge with the pesantren education system which has the advantage of tradition / positive habituation. Planting character value can be formed through the following stages: First, planting value of Indonesian human characters can only be done through a process of habituation or habituation.

Therefore, the implementation needs to be supported by an established system, from planning, organizational implementation, monitoring, and evaluation on an ongoing basis. Second, planting value of Indonesian human characters can only be done through a process of habituation or habituation. Therefore, the implementation needs to be supported by an established system, from planning, organizational implementation, monitoring, and evaluation on an ongoing basis; and third, the planting of the value of the nation's character not just a question of educational institutions (read: school/madrasah), but a shared responsibility between the school environment, families, communities, the role of parents, friends, and policies. Therefore, in practice the character value can only be built through a process of habituation institutionalized through three phases of activity, namely: 1) learning activities in the classroom, 2) extra-curricular activities, and 3) the pattern of institutional management.

What do boarding school with its seventeen culture, clearly a real contribution pesantren in the growth and formation of national character value. There is no fixed rule how the procedure and technical implementation, which surely all the "residents" of boarding institutions, ranging from religious scholars, teachers, students, employees have the same commitment to oversee the implementation of the values that exist in schools.

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